

Transformasi Sosial Masyarakat terhadap Pendidikan Anak di Sekolah

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Abstrak

Transformasi sosial masyarakat telah memengaruhi perubahan cara pandang masyarakat terhadap pendidikan anak di sekolah. Pendidikan tidak lagi dipahami hanya sebagai aktivitas formal, tetapi mulai dimaknai sebagai bagian penting dalam meningkatkan kualitas hidup dan masa depan keluarga. Penelitian ini bertujuan untuk menganalisis transformasi sosial masyarakat terhadap pendidikan anak di sekolah. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian dilakukan di Kelurahan Minasa Upa, Kecamatan Rappocini, Kota Makassar dengan melibatkan delapan informan yang dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman dengan perspektif Pierre Bourdieu, khususnya konsep habitus dan modal budaya (*cultural capital*). Hasil penelitian menunjukkan bahwa masyarakat mengalami perubahan cara pandang terhadap pendidikan anak di sekolah. Pendidikan tidak lagi dipahami sekadar sebagai kewajiban formal, tetapi mulai dimaknai sebagai modal budaya yang memiliki pengaruh terhadap masa depan anak dan kualitas hidup keluarga. Transformasi sosial tersebut dipengaruhi oleh perkembangan teknologi dan informasi, pengalaman hidup orang tua, lingkungan sosial masyarakat, serta kondisi ekonomi keluarga. Penelitian ini menunjukkan bahwa pendidikan telah menjadi bagian penting dalam strategi sosial masyarakat modern untuk meningkatkan peluang sosial dan ekonomi keluarga.

Kata Kunci: *Transformasi Sosial, Pendidikan Anak, Habitus, Modal Budaya*

Social Transformation of the Community to Children's Education in Schools

Abstract

Social transformation has influenced changes in people's perceptions of children's education in schools. Education is no longer understood solely as a formal activity but is increasingly seen as an important part of improving the quality of life and the family's future. This study aims to analyze social transformation towards children's education in schools. The research uses a qualitative, descriptive approach. The research was conducted in Minasa Upa Village, Rappocini District, Makassar City, and involved eight informants selected using purposive sampling. Data collection is conducted through observation, in-depth interviews, and documentation. Data analysis uses the Miles and Huberman model, with a Bourdieu perspective, particularly the concepts of habitus and cultural capital. The study's results show that the community has changed its view of children's education in schools. Education is no longer understood as just a formal obligation but is beginning to be seen as cultural capital that influences children's futures and the quality of family life. Social transformation is influenced by technological and information developments, parents' life experiences, the community's social environment, and the family's economic conditions. This research shows that education has become an important part of modern society's social strategy to expand families' social and economic opportunities.

Keyword: *Social Transformation, Children's Education, Habitus, Cultural Capital*

1. INTRODUCTION

Education is one of the social institutions that has an important role in shaping the quality of individuals and society. In social life, education is not only a process of knowledge transfer but also a means of shaping character, cultural values, mindsets, and individual abilities in the face of evolving social change (Hakim, 2023; Rahmawati, 2023). Education is an important part of human development because it enables individuals to develop intellectual abilities, social skills, and opportunities to improve their quality of life. Therefore, education is often seen as the primary instrument for creating an advanced, adaptive, and competitive society amid increasingly dynamic global developments. International Commission on the Futures of Education (2022) placing education as a basic human right and an important foundation for realizing sustainable development. In the Indonesian context, the importance of education is also affirmed in Article 31 of the 1945 Constitution of the Republic of Indonesia, which states that every citizen has the right to education.

In modern society, children's education in school is one of the aspects that receives great attention from families and social environments (Darmayanti & Sadriani, 2023; Manda & Darmayanti, 2025). Education is seen as a means to open economic opportunities, improve social status, and create a better future for children (Barnett & Belfield, 2006; Edo & Yasin, 2024; Sahlberg, 2006). School is no longer understood only as a place to acquire reading and writing skills, but also as a space for the formation of children's character, discipline, and social skills in facing the times. This condition shows that education has changed the meaning of people's lives. Education, which was previously seen only as a basic need, is now beginning to be understood as a social and cultural investment that shapes the future of individuals and families.

Ideally, the community should have a strong awareness of the importance of children's education in schools. Parents are expected to provide full support for their children's education, including attention, motivation, and fulfilling educational needs (Fatmawati et al., 2021). Education is also expected to be equally accessible to all levels of society, unaffected by economic, social, and cultural conditions. In this context, schools are important institutions that help form a generation with academic ability, social ethics, and the readiness to face the challenges of modern life. Public awareness of education is important because the family is the first social environment that influences children's educational mindset and orientation.

However, in social reality, public awareness of children's education does not always develop evenly. In the past, some people still viewed education as a low priority in family life (Beddoes & Pawley, 2014; Darling et al., 2022). Children are often directed to help with family work rather than to continue their education to a higher level. Economic limitations, low levels of parental education, and strong traditional mindsets lead to education not being understood as a long-term need important for children's future (Wahyuni & Simamora, 2024). Under certain conditions, education is even considered unable to provide direct economic benefits to families, so the sustainability of children's education is often neglected.

Along with modernization, urbanization, and technological advancements, there has been a shift in public attitudes toward children's education in schools (Herawan & Lubis,

2025). Increasingly dynamic social developments are encouraging people to realize that education is closely related to job opportunities, improved well-being, and social mobility. Badan Pusat Statistik (2025) shows that the school participation rate in Indonesia has increased from year to year, especially at the secondary and higher education levels. This condition shows that there is a social transformation in people's lives related to the importance of education. Parents no longer only expect children to complete basic education, but also encourage them to pursue the highest possible education to achieve a better life than previous generations.

The social transformation towards children's education can also be seen in changes in family orientation towards schooling. Education began to be understood as an important form of capital for improving the family's social position amid social competition in modern society. Parents are increasingly aware that individuals with higher education tend to obtain better job opportunities, higher incomes, and stronger social recognition in the community. This condition shows that education has become part of the family's social strategy in maintaining and improving the quality of life. This change in orientation also reflects a shift in people's mindset regarding children's education at school.

In Pierre Bourdieu's perspective, changes in society's views on education can be understood through the concepts of habitus and cultural capital (Wihardjo et al., 2024). Habitus is a mindset, values, and action tendencies that are formed through an individual's social experiences in daily life (Bietti, 2023; Bourdieu, 2017). Habitus influences how individuals understand social reality, including how they view the importance of education. Meanwhile, cultural capital refers to the knowledge, skills, and educational experience individuals can use to attain certain social positions. In the context of children's education, parents' growing awareness of the importance of sending their children to higher levels indicates a change in people's habits. Education is no longer understood simply as a formal activity in school, but as social and cultural capital that can help children obtain a better future.

However, the social transformation towards children's education also creates new social dynamics. On the one hand, people are increasingly aware of the importance of formal education, but on the other hand, various obstacles continue to affect the sustainability of children's education, including economic constraints, the development of digital technology, and changes in children's social behavior in the modern era. In people's lives, technological developments and changes in the social environment influence children's social interaction patterns. Some parents believe that today's children are more dependent on technology, less disciplined, and experience changes in how they interact with and respect the surrounding environment compared to previous generations. This condition shows that the change in public views on education is not only about increased awareness of the importance of schools, but also about the emergence of social concerns about changes in children's character and behavior amid the development of modern society. This phenomenon shows that social transformation in education not only produces positive changes, such as increased public attention to children's education, but also gives rise to new social challenges that affect educational patterns in families and people's lives.

The phenomenon of community social transformation towards children's education is also seen in the lives of people in Minasa Upa Village, Rappocini District, Makassar City. This area is one of the urban areas that has diverse social conditions and is located in an environment close to formal educational activities. The community's social development in the region shows a shift in how parents view children's education in schools. Education is no longer understood solely as a formal obligation, but is increasingly seen as an essential need to improve children's futures and the quality of family life. The community began to pay closer attention to the sustainability of children's education at higher levels. However, amid this growing awareness, various social dynamics persist, including concerns about changes in children's behavior in the modern era, the influence of technological developments, and economic limitations that continue to affect the sustainability of children's education in the community.

Some previous studies have shown that people are increasingly prioritizing education in family life (Besari, 2022; Lubis et al., 2021; Mutoharoh & Ilyas, 2018; Wahidin, 2017; Wiliyanti, 2023). Research Ramadhana & Meitasari (2023) explained that education is seen as an important means of improving people's well-being. Research Rahmawati (2023) also notes that formal education plays an important role in shaping individuals' ability to navigate modern social developments and global competition. However, previous research has still focused more on public awareness of education in general and has not specifically examined the social transformation towards children's education in schools through the perspective of Pierre Bourdieu, especially in terms of changes in people's habits in interpreting children's education as social and cultural capital.

Based on these conditions, this study was conducted to analyze social transformation towards children's education in schools. This research is important for understanding how social changes affect people's views on children's education, as well as how education is interpreted as part of the family's social strategy to improve the quality of life. In addition, this study seeks to understand changes in people's habits regarding children's education amid the development of modern society. This research is expected to contribute to the development of the study of sociology and educational anthropology, especially regarding changes in society's values regarding children's education in schools.

2. RESEARCH METHODS

This study uses a qualitative, descriptive approach to understand in depth the social phenomena of social transformation in children's education at schools. Qualitative research enables researchers to explore the views, experiences, and social meanings that society associates with children's education. According to (Creswell & Poth, 2016) qualitative research is used to understand meanings related to social and humanitarian problems and can describe social reality in a contextual way.

This research was conducted in Minasa Upa Village, Rappocini District, Makassar City in 2025. The location was chosen for its diverse community characteristics related to children's education. Participants were parents and family members selected through purposive sampling based on their involvement and knowledge regarding children's

education. Eight informants with different social backgrounds were chosen to provide relevant perspectives.

Data collection involves observation, in-depth interviews, and documentation. Observations examine community conditions and interactions regarding children's education, focusing on parental attention, community dynamics, and behavioral changes.

Semi-structured interviews gathered views and experiences on children's education. Informants gave detailed accounts of their experiences. Questions explored public views, influencing factors, and future hopes. These interviews clarified how shifting habits shape modern perceptions of education.

Documentation supported observations and interviews with photos, field notes, and documents. These materials validated and organized the collected data. Data were analyzed with the Miles and Huberman model: data reduction, presentation, and conclusion drawing. Data were narrowed to relevant information, presented descriptively, and conclusions were drawn from interpretation. Analysis was continuous, supporting a deep understanding of social change in education.

The data analysis in this study is guided by Pierre Bourdieu's theoretical framework, particularly his concepts of habitus and cultural capital. This framework is used to interpret how individuals' social experiences and backgrounds influence their mindsets and practices regarding children's education. By applying Bourdieu's perspective, the study analyzes education not only as formal schooling but also as a form of social and cultural capital that affects family quality of life and social status. This theoretical underpinning shapes both the focus of data interpretation and the understanding of social transformation related to children's education within the community.

3. RESULTS AND DISCUSSION

The social transformation towards children's education in schools reveals the dynamics of shifting society's orientation to the meaning of education amid the development of modern life. Education is increasingly seen as an important part of family social life, not only in relation to the academic process at school but also to social expectations, children's future, and efforts to improve the quality of family life. This change in orientation shows that education has become part of the community's social needs, which continue to grow alongside changes in social, economic, and cultural conditions.

In Pierre Bourdieu's perspective, this dynamic is related to changes in people's habitus, viewing education as cultural capital with social value in their lives. Education is no longer understood simply as a formal activity, but also as a means to obtain social opportunities and a better social position. This condition shapes how society makes choices and takes actions regarding children's education in schools. Based on the findings of the field, the discussion in this study is focused on three main aspects, namely:

3.1. Children's Education as Cultural Capital in Community Life

Children's education as cultural capital in people's lives refers to the way society views education as an important asset that can affect the quality of life, social status, and the future of individuals and families. In Pierre Bourdieu's perspective, cultural capital is the knowledge, skills, mindset, social abilities, and values that individuals acquire through education and social experience. Cultural capital is not only in the form of academic ability, but also includes the way of speaking, the way of thinking, ethics, discipline, and the ability of individuals to adjust to the social environment (Warni, 2025). In the context of people's lives, education is understood as a means to acquire cultural capital that can help individuals get better social and economic opportunities.

The public's view of children's education in schools is an important part of understanding the dynamics of social transformation in modern society. The way people interpret education is inseparable from social experiences, economic conditions, environmental developments, and evolving living needs. Education, which was once often understood as limited to basic reading and writing skills, is now beginning to be placed as an important part in determining the future of children and families. This change in orientation shows that education has an increasingly important position in people's social lives.

Based on the interviews, most informants view education as an important factor in helping children face life in the future. Education is understood as a means to obtain knowledge, a decent job, and a better life than previous generations. One of the informants, SR (45 years old), said that:

"It is very important, especially now that children are socializing, if there is no education, how about education that can help children to get a better future. Now it's also difficult if you don't go to school because everyone has used technology and people also look at education."

The statement shows that society is beginning to view education as a social need related to children's ability to cope with changes in the modern social environment. Education is not only understood as a learning activity in school, but also as a means of adapting to the times and changes in people's life patterns.

A similar view was also expressed by AN (39 years old), who explained that education is an important need in children's lives because it relates to job opportunities and the family's future. The informant stated that:

"It is important because with education children can have knowledge, they can get jobs too. Now, parents will want their children to go to high school so that their lives are better than their parents."

The statement shows that society is starting to have a new orientation towards children's education. Education is not only seen as a formal obligation but also as a family's social hope for improving the quality of life of the next generation. Parents are increasingly viewing education as a form of social investment that can help children gain better life opportunities (Supriani et al., 2020).

In addition to being related to children's economic future, people also view education as a means of shaping social character and behavior. One of the informants, MR (42 years old), said that:

"The school is a place where children learn not only to read and write, but also to learn manners, learn discipline, learn how to get along with others."

This view shows that schools are understood by the community as social spaces that help children build social skills in daily life. Education is considered to have a role in shaping attitudes of discipline, responsibility, ethics, and the ability to interact with the community. This shows that society not only assesses education from the academic side, but also from its social function in shaping children's behavior.

In Pierre Bourdieu's perspective, society is viewed as a system in which education is understood as a form of cultural capital with significant value in social life. Cultural capital is not only academic ability but also knowledge, skills, behavioral patterns, and social abilities acquired through education. People are beginning to believe that education can help children obtain better social and economic opportunities in the future. This condition shows a change in people's habitus, viewing children's education as part of the family's social strategy to improve the quality of life and social position.

The findings of this study align with the research Hendrizal et al., (2024) which shows that people are increasingly viewing education as an important means of improving the quality of life. Research Rahmawati (2023) shows that formal education plays an important role in shaping individuals' ability to navigate modern social developments. However, this study shows that society does not view education solely as a means of acquiring knowledge, but also as a form of cultural capital that families use to prepare for children's futures amid changes in modern society.

Based on these findings, it is clear that children's education has changed the meaning of people's lives. Education is no longer seen merely as a formal obligation but is beginning to be understood as cultural capital that influences children's futures and the quality of family life. This condition then encourages a social transformation towards children's education in schools.

3.2. Social Transformation of the Community towards Children's Education in Schools

The social transformation of the community towards children's education in schools is evident in a shift in its orientation towards the sustainability of children's education. These changes are not only related to the growing public attention to formal education but also reflect shifts in social values in family life. Education, which was not a top priority in the past, is now recognized as an important need that shapes children's futures and the quality of family life. This change in orientation shows that people have changed the way they think about the meaning of education amid modern social developments.

Based on the interviews, most informants explained that there is a clear difference between people's views on education in the past and in the present. One of the informants, RH (50 years old), said that:

"In the past, parents didn't really think about school, children were told to help at home or in the garden. But now it's different, all parents want their children to go to college."

The statement shows that, in the past, education was not considered the family's primary need. Economic conditions and people's mindsets lead children to be more inclined to help with family work rather than to continue their education. However, the community's social development has led to a shift in orientation towards children's education.

A similar view was also expressed by NS (44 years old), who explained that people are increasingly expecting higher standards in children's education. The informant stated that:

"If in the past it was only up to elementary or junior high school that was enough, now parents encourage their children to go to college because now it is difficult to find a job if the education is low."

The statement shows that people are beginning to realize the relationship between education and economic opportunities and social mobility. Education is understood as a means to get a better job and improve the quality of family life. This condition shows a shift in the community's social orientation in determining the future of children through education.

The social transformation towards children's education can also be seen in the increasing involvement of parents in children's education in schools. Parents began to focus on the sustainability of their children's education, including supporting their learning needs and providing educational motivation. Education is no longer understood as the responsibility of the school alone, but is part of the family's responsibility in preparing children for the future.

From Pierre Bourdieu's perspective, this condition indicates a shift in people's habitus towards children's education. The habitus of society is shaped by social experiences that unfold in daily life. Changes in social conditions, technological developments, and the increasing demands of modern life have led people to adopt a new mindset towards education. Education is understood as a form of cultural capital that can help individuals obtain better social and economic opportunities. Therefore, education became an important part of the family's social strategy to improve its social position.

However, the community's social transformation towards children's education also creates new social dynamics in people's lives. Some informants expressed concern about changes in children's behavior in the modern era. One of the informants, AS (47 years old), said that:

"It is very different, the comparison of education then and now in my opinion is better than what it is now because children now are too spoiled. Now it is reported little by little, so the children are less reluctant."

The statement shows that social transformation in education not only produces positive changes, such as increased public education awareness, but also raises concerns about changes in children's character and behavior patterns in the modern era. Technological developments and changes in educational patterns are considered to affect children's discipline and social interaction patterns compared to those of previous generations.

The findings of this study show that social transformation towards children's education occurs through changes in people's mindsets, social orientation, and life experiences in response to the times. This condition aligns with previous research indicating that modernization and social development affect public awareness of the importance of education (Rizqi, 2023). However, this study shows that the community's social transformation towards children's education is not only about increasing educational awareness but also about changes in people's habitus, viewing education as a family social strategy.

Based on these findings, it can be seen that the community's social transformation towards children's education in schools reflects a shift in people's values towards education. Education is beginning to be understood as a social need that influences children's futures and the sustainability of family life. These changes are also influenced by various social factors that develop in modern society.

3.3. Factors Influencing the Social Transformation of the Community towards Children's Education in Schools

The social transformation towards children's education in schools does not occur suddenly; it is influenced by various social factors that develop over people's lives. Changes in people's orientation towards education are shaped by life experiences, technological developments, social and environmental conditions, and economic dynamics in the community's daily life. These factors influence how the community develops a new understanding of the importance of children's education in schools as part of efforts to improve family life.

The social changes in modern society have led to education being increasingly seen as the primary need in family life. Education is no longer seen as just a formal obligation but is increasingly interpreted as a means to obtain social opportunities, improve the family's social status, and prepare children to face changing times. Based on the research results, several main factors affect the social transformation towards children's education in schools, as follows.

3.3.1 Technology and Information Development

The development of technology and information is one of the factors that most significantly affect changes in people's perspectives on children's education. Technological advances make it easier for people to obtain information about the importance of education in modern life (Raja & Nagasubramani, 2018). People are beginning to understand that the development of the world of work, social changes, and the competition of life today require better educational skills than in the past. One of the informants, NR (41 years old), said that:

"Now everyone has used technology, so if children don't go to school, it will be difficult to compete with others."

The statement shows that society is beginning to realize that technological developments are closely related to children's educational needs. Education is seen as a means of helping children gain skills to deal with social changes and the times' development. A similar view was also expressed by AN (39 years old), who stated that:

"Now it is different from in the past because all jobs also look at education. Children must be able to keep up with the times."

The statement shows that society is beginning to view education as a necessity related to children's adaptability to modern social developments. Education is considered important so that children can keep up with technological changes and have better opportunities in social life and work in the future.

In addition, another informant, AF (37 years old), explained that the development of social media and technology has made people more aware of the importance of education. The informant said that:

"Now parents also see a lot of information on cellphones, so they know the importance of school for their children's future."

The statement shows that information technology has also shaped the public's new awareness of children's education. Wider access to information leads people to better understand the importance of education in modern life.

In Pierre Bourdieu's perspective, the development of technology and information affects changes in people's habits in viewing education as cultural capital. Education is increasingly recognized as an important skill that can help individuals gain better social and economic opportunities amid the changing realities of modern society.

3.3.2 Parents' Life Experiences

Parents' life experiences are an important factor influencing society's transformation towards children's education. Most people who have experienced educational limitations in the past want their children to pursue higher education and a better life than they did. One of the informants, SR (45 years old), said that:

"Because we used to have trouble going to school, so I don't want children to be like their parents, they have to go to high school so that their lives are better."

The statement shows that people's past life experiences have shaped a new awareness of the importance of education in family life. Education is understood as a means to improve families' social and economic conditions in the future (Hannum & Buchmann, 2005). The same view was also conveyed by RH (50 years old), who stated that: "In the past, our parents thought that work was important, so school was not paid much attention. Now we don't want children like we used to be."

The statement shows a change in public orientation towards children's education. Limited life experience leads people to see education as an important need that must be provided to their children. In addition, another informant, NS (44 years old), also said that:

"If in the past many people dropped out of school because of the economy, now parents are trying to figure out how to keep their children in school."

The statement shows that people's past experiences with educational limitations have influenced their mindsets towards children's education today.

In Pierre Bourdieu's perspective, people's life experiences shape a new habitus in which education is viewed as cultural capital important for children's future. The community's past social experiences have led education to be understood as a family social strategy to improve the quality of life of the next generation.

3.Social Environment of the Community

The social environment is one of the factors that influence the community's social transformation towards children's education in schools (Manda et al., 2025). The social interactions in people's lives shape how they influence one another in forming views on the importance of children's education. One of the informants, AF (37 years old), said that:

"Now the average parent does want their children to go to high school because they also look at the surrounding environment, there are many who go to college."

The statement shows that changes in people's orientation towards education are influenced by the surrounding social environment. When the surrounding community begins to see education as important, this condition also influences other families to pay greater attention to their children's education. A similar view was also conveyed by NS (44 years old), who stated that:

"Now parents are also embarrassed if their children do not go to school because on average in the environment there are many people who care about education."

The statement shows that the social environment influences the development of educational awareness. Education became part of the social values that developed in modern society. In addition, another informant, SR (45 years old), also revealed that:

"If you see other neighbors or families whose children are successful because of high school, surely other parents will also be enthusiastic about their children's schooling."

This statement shows that the success of individuals in education also shapes other communities' understanding of the importance of children's education. Education is understood as a means to achieve social success.

3.4. Family Economic Conditions

Although public awareness of education has increased, economic conditions remain a major factor for children's educational continuity. Many report that education costs still hinder children's higher education. Informant RH (50 years old) stated:

"Sometimes parents want their children to go to high school, but the problem is also in the cost because there are many needs now."

The statement shows that economic conditions remain an obstacle to children's education. The community's desire to provide higher education for children is sometimes hindered by economic constraints within families. The same view was also conveyed by MR (42 years old), who stated that:

"Now school is important, but if the family economy is difficult, sometimes parents also have a hard time paying for their children until college."

In addition, another informant, SR (45 years old), also said that:
"Many parents now want their children to go to high school, but sometimes school fees, transportation money, and other needs are also heavy."

The statement shows that the social transformation of society towards education has not completely eliminated structural barriers in people's lives. Economic factors remain among the factors that affect the sustainability of children's education in schools.

Overall, these factors show that the social transformation towards children's education in schools is influenced by the social dynamics that develop in modern society. In Pierre Bourdieu's perspective, these changes show a shift in people's habitus, viewing education as cultural capital with significant value in improving the quality of life and the social position of the family. These factors then led to a shift in society's orientation towards children's education as an important part of modern society's social life.

Based on the study's results, it can be concluded that the social transformation towards children's education in schools is influenced by various interrelated factors in modern society. The development of technology and information, parents' life experiences, the social environment, and family economic conditions have shaped changes in how people view children's education. Education is no longer seen as a formal obligation but is increasingly recognized as a social opportunity that shapes the future of the family. From Pierre Bourdieu's perspective, this condition indicates a shift in people's habitus, leading them to view education as an important part of the family's social strategy. This social transformation shows that society increasingly views children's education as the primary need in addressing social development and the challenges of modern life.

4. CONCLUSION

The social transformation towards children's education in schools shows a shift in how people view education as an important part of family social life. Education is no longer understood as just a formal activity in schools, but is increasingly seen as cultural capital that influences children's future, quality of life, and the social position of the family in society. These changes can be seen in the increasing public attention to the sustainability of children's education, parents' expectations for their children to obtain higher education, and the community's view of education as a means to better social and economic opportunities.

The social transformation of the community towards children's education is influenced by various factors, including technological and information developments, parents' life experiences, the community's social environment, and the family's economic conditions. Technological developments and modernization encourage people to be more aware of the importance of education in facing the changing times. In addition, the experience of educational limitations in the past has shaped the community's new awareness to provide better education to their children. The social environment also affects changes in people's orientation towards education, while economic conditions are still one of the obstacles to the sustainability of children's education in schools.

In Pierre Bourdieu's perspective, these changes indicate a shift in people's habitus, viewing education as a family social strategy to improve the quality of life and attain a better social position. Thus, the social transformation towards children's education is not only about increasing awareness of the importance of formal education, but also reflects a shift in society's values, viewing education as the primary need in modern life.

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