

DIGITALIZATION OF EDUCATION IN A SOCIO-CULTURAL PERSPECTIVE THROUGH A NEW PARADIGM OF VALUE AND KNOWLEDGE TRANSMISSION

***¹Sectio Putri Larasati, ²Firman, ³Nurfarhanah, ⁴Ridho Rismi**

^{*1,2,3}Universitas Negeri Padang, ⁴Universitas Putra Indonesia “YPTK” Padang

Email: ^{*1}sectioolarras@gmail.com, ²firman@fip.unp.ac.id, ³nurfarhanah@fip.unp.ac.id, ⁴ridhorismi.rr@gmail.com

Abstract

This article examines the digitalization of education from a socio-cultural perspective, exploring a new paradigm for transmitting values and knowledge in Indonesia. The digital transformation in education not only facilitates access and dissemination of information but also presents challenges in preserving the continuity of social and cultural values that form the foundation of national identity. This study employs a descriptive qualitative approach, collecting data through a literature review, documentation, and semi-structured interviews. Thematic analysis is utilized to identify key issues in adapting digital education to cultural values. The findings reveal that while digitalization offers opportunities for innovation in learning, it also presents significant challenges in integrating technology with local cultural values, including limited access, insufficient teacher training, and suboptimal curriculum policies. Therefore, it is crucial to reform curriculum design and education policies to accommodate digital development without neglecting essential cultural values. This study contributes to the development of an inclusive, adaptive, and character-based education system in the digital era.

Keywords: Educational Digitalization, Socio-cultural values, Knowledge Transmission, Curriculum Reform

Abstrak

Artikel ini mengeksplorasi digitalisasi pendidikan dari perspektif sosial-budaya melalui paradigma baru dalam mentransmisikan nilai dan pengetahuan di Indonesia. Transformasi digital dalam pendidikan tidak hanya memudahkan akses dan penyebaran informasi, tetapi juga menghadirkan tantangan dalam menjaga keberlangsungan nilai-nilai sosial dan budaya yang menjadi fondasi identitas nasional. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan data yang dikumpulkan melalui studi literatur, dokumentasi, dan wawancara semi-terstruktur. Analisis tematik digunakan untuk mengidentifikasi isu-isu utama dalam mengadaptasi pendidikan digital berdasarkan nilai-nilai budaya. Temuan menunjukkan bahwa meskipun digitalisasi menawarkan peluang untuk inovasi dalam pembelajaran, namun hal ini juga membawa tantangan yang signifikan dalam mengintegrasikan teknologi dengan nilai-nilai budaya lokal, seperti akses yang terbatas, pelatihan guru yang tidak memadai, dan kebijakan kurikulum yang kurang optimal. Oleh karena itu, sangat penting untuk mereformasi desain kurikulum dan kebijakan pendidikan untuk mengakomodasi perkembangan digital tanpa mengabaikan nilai-nilai budaya yang esensial. Penelitian ini berkontribusi pada

pengembangan sistem pendidikan yang inklusif, adaptif, dan berbasis karakter di era digital.

Kata kunci: *Digitalisasi Pendidikan, Nilai-nilai Sosial Budaya, Transmisi Pengetahuan, Reformasi Kurikulum*

INTRODUCTION

The development of digital technology has brought major changes to the global education system, including in Indonesia (Ramadhani et al., 2024). The teaching-learning process, which was once conventional, is now undergoing massive digitalization, changing not only the learning media and methods but also redefining the relationship between educators and learners, as well as the way values and knowledge are transmitted (Nudin, 2020). On the one hand, digitalization opens up opportunities for wider and faster access to information and knowledge; on the other hand, it also presents challenges in maintaining the continuity of local socio-cultural values that have been passed down orally and through direct interaction. Values such as cooperation, politeness, and respect for authority and tradition have begun to shift in meaning due to the development of a digital culture that tends to be individualistic, instant, and transnational.

The traditional education paradigm, which places the teacher as the sole center of knowledge, is also increasingly irrelevant in a digital ecosystem that demands learners to be active, critical, and independent (Yusuf, 2023). In this context, there is a need to develop a new paradigm in the transmission of values and knowledge—one that emphasizes active, collaborative, and contextual participation, and integrates technology adaptively by considering the socio-cultural realities of learners. The digitization of education is not just a matter of using technological devices or online learning platforms, but a cultural transformation that touches the core of the educational process itself: how values are taught, how identities are formed, and how meanings are constructed collectively in an increasingly fluid and borderless learning space.

Furthermore, in a multicultural society like Indonesia, the digitization of education brings its own complexities. Technology can be a bridge to enrich cross-cultural understanding, but it also has the potential to become a tool of global cultural domination that erodes local wealth (Abdullah et al., 2024). Therefore, it is essential to understand how the digitization process can be leveraged effectively in conveying relevant socio-cultural values, as well as how education can serve as a dialectical space between modernity and tradition. Without a culturally aware approach, digital education risks producing a generation that is uprooted from its own cultural roots, while losing the ability to critique global information flows (Swastiwi, 2024). This is the basis for understanding the importance of studying the digitalization of education from a socio-cultural perspective, through a new paradigm of value and knowledge transmission.

The digitalization of education is a necessity in the era of Industrial Revolution 4.0 and Society 5.0, where information technology is the primary foundation in almost all aspects of life, including education (Wahyudi & Kurniasih, 2021). However, the urgency of this

research does not solely lie in its technological aspects, but rather in how the digitalization process affects the way humans, especially the younger generation, receive, internalize, and reproduce socio-cultural values through education. In the current situation, there is a tendency for digital education to focus more on the efficiency of access and mastery of technical competencies. At the same time, the dimensions of values, ethics, and cultural context are often marginalized (Fitri & Ridwan, 2024). In fact, education is not only an instrument for mastering knowledge, but also a means of character building and preserving the nation's cultural identity.

This urgency becomes even stronger when we see the gap between the rapid adaptation of technology in the educational environment and the slow transformation of contextual and value-based pedagogical approaches. Many academic institutions primarily apply digital technology as a learning tool, without integrating it into the curriculum to reflect local values and cultural principles (Laksana et al., 2021). As a result, the educational process becomes meaningless. It loses its transformative role in shaping humans who are not only cognitively intelligent but also socially mature and rooted in cultural values. If this situation continues, the resulting generation will experience identity disorientation, disconnection with cultural heritage, and insensitivity to the surrounding social reality.

Therefore, this research becomes crucial in encouraging the emergence of a new paradigm in the transmission of values and knowledge that can critically and reflectively respond to the challenges of the times. This research will not only make a theoretical contribution to the development of education and cultural studies but also offer a practical foundation for policy designers, educators, and learning technology developers in designing a digital education system that is firmly rooted in the local socio-cultural context. By understanding this urgency, it is hoped that digital education will not only serve as a medium for information transfer but also provide a space for cultural dialogue, character building, and identity strengthening in an increasingly digitized society.

METHOD

This research employs a descriptive qualitative approach, aiming to gain an in-depth understanding of how the digitalization of education affects the transmission of values and knowledge within a socio-cultural context. This research design was chosen because the characteristics of the phenomenon to be studied are closely related to the experiences, perceptions, and interactions of individuals in a dynamic socio-cultural context (Sugiyono, 2020). This research will explore various perspectives from educational actors, be it educators, students, and managers of academic institutions, regarding the application of technology in learning and its impact on understanding cultural values. It will also identify the challenges and opportunities that come along with the integration of technology in the education process, as well as how the new paradigm of value and knowledge transmission can be effectively applied in a digital context.

The data collected through the literature study will be analyzed using thematic analysis techniques. The first step involves transcribing the literature results, followed by data

coding to identify the main themes that emerge in relation to the digitalization of education, value transmission, and knowledge within the socio-cultural context. The coding process aims to select information that is relevant to the research focus and group the data into meaningful categories. Furthermore, the identified themes will be analyzed to reveal emerging patterns, such as the challenges faced during the digitization process, opportunities for integrating socio-cultural values, or recommendations for developing more contextually relevant digital education. The results of this thematic analysis will be presented in the form of a descriptive narrative that provides a holistic understanding of the relationship between the digitization of education and the transmission of values and knowledge in a multicultural society.

RESULTS AND DISCUSSION

The process of digitization has brought significant changes to the way education is delivered and received; however, it also poses challenges in maintaining long-standing socio-cultural values (Kusnanto et al., 2024). The utilization of technology in education focuses not only on improving accessibility and efficiency, but also on how it can support or even change the way values are transmitted to the younger generation. Therefore, the discussion in this chapter will cover various aspects, ranging from the impact of digitalization on socio-cultural values to the role of educators in integrating technology and culture, as well as the challenges faced in creating an education rooted in local values while also acknowledging global developments. With a deep understanding of these matters, it is hoped that practical solutions can be found to create an education that is not only cognitively intelligent but also rich in relevant cultural values that can be applied in everyday life.

The Effect of Education Digitalization on the Transmission of Socio-Cultural Values in the Context of Education in Indonesia

The digitalization of education has brought significant changes in the way teaching and learning processes are conducted in Indonesia. The rapid development of technology has opened up wider and more flexible access to learning. Still, at the same time, it has also had a complex impact on the transmission of socio-cultural values. On the one hand, the use of digital technology in education enables faster and more efficient dissemination of information, allowing learners to access diverse knowledge and perspectives from around the world. However, on the other hand, the digitalization of education risks eroding local socio-cultural values that should be the foundation of education in Indonesia.

In the context of Indonesia, which is rich in cultural diversity, socio-cultural values such as gotong-royong, tolerance, and respect for elders are important aspects that should be passed on through education. However, with the increasingly dominant use of digital platforms in education, especially those adopting global curricula, there is a concern that technology-based learning may lead to a shrinking space for the cultivation of local cultural values. Digital platforms that focus on global content-based learning often fail to integrate cultural values relevant to the social context of Indonesian society (Arifin et al.,

2024). For example, in online education, the interaction between teachers and students through screens can reduce the emotional touch that often occurs in face-to-face interactions, which is an important medium in teaching social and cultural values.

In addition, digital media tend to present educational materials in a more objective and universal format, without taking into account the local wisdom that is an integral part of education in Indonesia. Therefore, it is essential to design and develop a digital education system that not only focuses on achieving academic competence but also prioritizes strengthening cultural values aligned with the characteristics of Indonesian society. One of the biggest challenges in digitizing education in Indonesia is how to wisely integrate technology with local wisdom, so that digitization does not become a threat to cultural preservation, but instead becomes a tool to strengthen and transmit these values to the next generation (Kusumawati et al., 2025).

Integration of Technology in Education to Maintain Cultural Identity without Sacrificing it

The application of technology in education can be an effective means of integrating relevant socio-cultural values without compromising local cultural identity. Technology, when used wisely, not only enables easier access to various educational resources but can also serve as a tool to introduce, preserve, and develop local culture within the broader context of learning (Devi et al., 2025). The key to this integration lies in the ability of educators and education managers to design curriculum and learning materials that utilize technology, while still paying attention to the uniqueness and cultural richness that exists in society.

One way to integrate socio-cultural values through technology is to utilize digital platforms that enable the delivery of local culture-based materials in an attractive and accessible format. For example, the use of apps or websites that present folklore, traditions, or local history in an interactive form can give learners a deeper understanding of their own culture. Learning videos, podcasts, and online courses can be tailored to local content that includes knowledge of the arts, customs, regional languages, and value systems of Indonesia's different communities. In this way, technology not only teaches academic expertise but also connects learners to their cultural roots, thereby preserving and valuing their cultural identity.

Additionally, project-based approaches that utilize digital technology can provide students with opportunities to learn through hands-on experiences relevant to their socio-cultural context. For example, projects that involve creating artwork or documenting local culture using digital technologies such as photography or videomaking can teach students to value and preserve their cultural heritage. On the other hand, the teaching of cultural values incorporated in technology-based learning programs can reinforce a sense of pride in cultural identity without necessarily denying global technological developments (Sa'adah, 2024).

The primary challenge in this regard is to ensure that the use of technology does not alienate learners from their socio-cultural values, but instead enriches their learning experience. Therefore, collaboration between educators, technologists, and education managers is crucial for designing learning systems that are not only technically efficient but also culturally sensitive and responsive to local diversity. With careful integration, technology can become a tool that strengthens culture, rather than threatening or replacing it.

Barriers to Adapting Socio-Cultural Value-Based Digital Education

The implementation of socio-culturally value-based digital education in Indonesia faces various barriers that can reduce the effectiveness of transmitting cultural values in the learning process. These barriers do not only come from technical aspects, such as limited access to technology and infrastructure, but also relate to challenges in adapting pedagogical approaches that are sensitive to cultural diversity. Both educators and learners often experience difficulties in aligning technology-based education with their needs and socio-cultural context.

One of the main barriers faced by educators is the lack of skills and understanding in using technology that is not only technically effective but also relevant to the local cultural context (Hasanah et al., 2025). While technology can offer a variety of innovative learning methods, many educators are not yet fully trained to utilize digital tools to their full potential, let alone in ways that respect and integrate local cultural values. The lack of training and support in this regard hinders educators' ability to design learning materials that focus not only on academic aspects, but also on strengthening the socio-cultural values inherent in learners' characteristics.

On the learners' side, gaps in access to technology can exacerbate barriers to adopting culturally value-based digital education. The socio-economic inequality prevalent in certain regions of Indonesia means that most learners lack adequate access to essential technological devices, including computers, tablets, and stable internet connections (Kurniawan & Zabeta, 2025). This not only limits their access to digital-based learning materials, but also exacerbates the gap in the introduction and preservation of socio-cultural values through digital media. In addition, some learners may feel alienated by using technology that is too modern and distant from their cultural traditions, making it difficult for them to understand the relationship between digital learning materials and the local values that are important in their lives.

Another challenge is designing a curriculum that accommodates both technical and cultural needs. Curriculum development that integrates socio-cultural values in digital learning requires time, resources, and cooperation between various stakeholders, including education managers, educators, and local cultural communities. A curriculum that is not sensitive to the local cultural context can lead to a mismatch between the material taught and the values held by the community, reducing the relevance of the education in everyday life (Hidayat, 2022).

Overcoming these barriers requires a holistic and collaborative approach, where the roles of the government, educational institutions, and communities are crucial in ensuring that digital education is well-received by all parties while maintaining the existing cultural heritage. Therefore, it is essential to continue developing education policies that support the enhancement of digital competencies for educators and learners, as well as improving access to technology to achieve greater equity throughout Indonesia.

Renewal of Curriculum Design and Education Policy to Accommodate Digitalization without Ignoring Socio-Cultural Values

Updating curriculum design and education policies in the digital era is crucial to ensure that education remains relevant to technological advancements, while upholding the socio-cultural values that form the foundation of the education system in Indonesia (Urifah et al., 2024). A curriculum that integrates technology must provide space for the delivery of materials based on 21st-century skills, such as digital literacy, creativity, and problem-solving, without sacrificing cultural identity rooted in local traditions and wisdom (Febriyani & Chanifudin, 2025). Therefore, the curriculum design needs to be revised to strike a balance between technology-based education and education rooted in cultural values.

One step that can be taken is to develop a local content-based curriculum that integrates digital materials with relevant socio-cultural values. For example, lessons on Indonesian history, art, language, and traditions can be delivered through innovative digital platforms such as e-learning or multimedia-based educational applications. This way, students can learn about their local culture in a more engaging and comprehensible way, while utilizing technology to enhance the learning experience. This will ensure that students remain connected to their cultural roots even as they access information digitally. Additionally, a project-based curriculum can incorporate technology with activities that engage local culture, such as cultural documentation projects or the creation of traditional artwork using digital tools.

Educational policies that support the integration of technology with socio-cultural values are also crucial. The government needs to issue guidelines that encourage collaboration between technology and cultural education. For example, policies that provide training for educators in using digital tools appropriate to the local context, as well as encourage the development of digital learning resources that reflect Indonesia's rich cultural heritage (Lase et al., 2024). In addition, policies must also accommodate the need for adequate infrastructure, so that digital education can be accessed equally by all levels of society, especially those in remote areas.

On the other hand, it is also important to consider a character value-based approach, which not only focuses on mastering digital content but also on strengthening socio-cultural values such as cooperation, tolerance, and respect for others. A curriculum that combines technology with the cultivation of these values will create a learning

environment that is balanced and adaptive to changing times, yet still grounded in the local wisdom that has been passed down for generations.

CONCLUSION

The digitization of education has brought significant changes in the learning process in Indonesia, not only in technical aspects and methods, but also in the way values and knowledge are transmitted. From a socio-cultural perspective, the primary challenge lies in utilizing technology without compromising the local identity and values that have become integral to the education system. Through inclusive, adaptive, and culturally sensitive curriculum design and education policies, digitalization can be harmoniously integrated to support education that is not only digitally savvy but also strong in values and character. Therefore, collaboration between educators, policymakers, and the community is crucial to creating a digital education system that fosters a generation that is both technologically literate and deeply rooted in its nation's culture.

REFERENCES

- Abdullah, A., Asshiddiqi, A. R., Arviandi, F., Isnaini, R., Meilani, T., & Antonia, V. J. (2024). Pengaruh Globalisasi terhadap Budaya Indonesia serta Tantangan dalam Mempertahankan Rasa Nasionalisme. *Jurnal Intelek Insan Cendikia*, 1(10), 6866–6871.
- Arifin, B., Salim, A. N., Muzakki, A., Suwarsito, S., & Arifudin, O. (2024). Integrasi Penguatan Pendidikan Karakter Dalam Pembelajaran Berbasis Literasi Digital Pada Peserta Didik Sekolah Dasar. *Innovative: Journal Of Social Science Research*, 4(3), 13547–13555.
- Devi, A. A. K., Setiani, N. M. S., Dewi, D. M. S. J., Maruti, M. G. D., & Dewi, N. K. A. P. (2025). *Peran Strategis Generasi Muda dalam Penguasaan Teknologi dan Pelestarian Budaya Berlandaskan Tri Hita Karana Menuju Indonesia Emas 2045*. Prosiding Pekan Ilmiah Pelajar (PILAR), 5.
- Febriyani, S., & Chanifudin, C. (2025). PENDIDIKAN ISLAM: FITRAH MANUSIA DAN PROGRESIVITAS. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 12(3), 995–1005.
- Fitri, R. L., & Ridwan, A. (2024). Pendidikan Akhlak di Era Digital: Pengaruh Konten Islami di Instagram Terhadap Pembentukan Karakter Remaja dalam Perspektif Sosial. *Social Studies in Education*, 2(2), 157–172.
- Hasanah, S. N., Latifah, D., Ummah, F., Azzahra, D. N., Syahin, A. N. I., & Asitah, N. (2025). Kajian Literatur Komprehensif Integrasi Budaya Lokal dan Evaluasi Kompetensi dalam Outcome-Based Education. *Nusantara Educational Review*, 3(1), 24–31.
- Hidayat, O. T. (2022). *Pendidikan Multikultural Menuju Masyarakat 5.0*. Muhammadiyah University Press.

- Kurniawan, I., & Zabeta, M. (2025). Analisis Penggunaan Media Pembelajaran Digital Pada Siswa Kelas V di Sekolah Dasar. *Research and Development Journal of Education*, 11(1), 258–267.
- Kusnanto, Gudiato, C., Usman, Blasius Manggu, & Sumarni, M. L. (2024). *Transformasi Era Digitalisasi Masyarakat Kontemporer*. Uwais Inspirasi Indonesia.
- Kusumawati, A., Abshor, F. U., Sari, P. R., Arisandi, A., Putri, C., & Hapsari, N. T. (2025). *Transformasi Pendidikan Ekonomi: Literasi Keuangan, Kewirausahaan, dan Digitalisasi Berkelanjutan*. Cv. Edupedia Publisher.
- Laksana, D. N. L., Awe, E. Y., Sugiani, K. A., Ita, E., Rawa, N. R., & Noge, M. D. (2021). *Desain pembelajaran berbasis budaya*. Penerbit Nem.
- Lase, D., Waruwu, E., Zebua, H. P., & Ndraha, A. B. (2024). Peran inovasi dalam pembangunan ekonomi dan pendidikan menuju visi Indonesia Maju 2045. *Tuhenori: Jurnal Ilmiah Multidisiplin*, 2(2), 114–129.
- Nudin, B. (2020). Konsep Pendidikan Islam Pada Remaja di Era Disrupsi Dalam Mengatasi Krisis Moral. *Literasi: Jurnal Ilmu Pendidikan*, 11(1), 63–74.
- Ramadhani, R., Susanto, B. E., Wicaksono, A. T., Imbara, E. P., Solichin, M. B., & Nurhayati, E. (2024). Transformasi Pendidikan Inovasi Bahasa Indonesia Dalam Pembelajaran Berbasis Teknologi Digital di Universitas Telkom Surabaya. *Innovative: Journal Of Social Science Research*, 4(3), 16664–16676.
- Sa’adah, Q. (2024). Pesatnya Perkembangan Sains dan Teknologi: Relevansi dan Tantangan Pendidikan Islam Indonesia Perspektif Integrasi Interkoneksi. *Sosaintek: Jurnal Ilmu Sosial Sains Dan Teknologi*, 1(1), 23–36.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Swastiwi, A. W. (2024). *Globalisasi dan Media: Konvergensi Budaya dan Komunikasi*. PT Indonesia Delapan Kreasi Nusa.
- Urifah, D., Hayati, M., & Hasanah, N. (2024). Tantangan Dan Peluang: Pendidikan Karakter Sebagai Pondasi Mengatasi Degradasi Moral Di Era Digital. *Ibtida’iy: Jurnal Prodi PGMI*, 9(2), 1–14.
- Wahyudi, D., & Kurniasih, N. (2021). Literasi Moderasi Beragama Sebagai Reaktualisasi “Jihad Milenial” ERA 4.0. *Moderatio: Jurnal Moderasi Beragama*, 1(1), 1–20.
- Yusuf, M. (2023). *Inovasi Pendidikan Abad-21: Perspektif, Tantangan, dan Praktik Terkini*. Selat Media.