

FAMILY ROLES IN FOSTERING EDUCATIONAL AWARENESS CULTURE IN RURAL SOCIETY: A CASE STUDY OF PACITAN REGENCY

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Abstract

This study aims to analyze the role of families in shaping a culture of educational awareness within rural communities in Pacitan Regency. This culture is understood as a collective awareness of the importance of education in improving welfare and social mobility. Using a qualitative approach with a case study method, the research involved parents, teachers, and community leaders as key informants. Data were collected through interviews, observations, and documentation, and analyzed using the Miles and Huberman interactive model. The findings reveal that the family acts as a primary agent of socialization that instills educational values in children through motivation, learning discipline, and exemplary behavior. The family's cultural capital significantly influences the formation of educational habitus; families with higher cultural capital tend to provide more structured learning support compared to those with lower cultural capital. The study also finds an increasing critical awareness among rural communities regarding the importance of education, although economic constraints, social environment, and traditional perceptions remain as challenges. Overall, educational awareness in rural Pacitan emerges through the interaction between family roles, cultural capital, and broader social dynamics. These findings emphasize the importance of collaboration among families, schools, and village communities in strengthening a sustainable educational culture.

Keywords: family role, educational awareness, rural community

PERAN KELUARGA DALAM MEMUPUK BUDAYA KESADARAN PENDIDIKAN DI MASYARAKAT PEDESAAN: STUDI KASUS DI KABUPATEN PACITAN

Abstrak

Penelitian ini bertujuan untuk menganalisis peran keluarga dalam membentuk budaya kesadaran pendidikan di masyarakat pedesaan Kabupaten Pacitan. Budaya ini dipahami sebagai kesadaran kolektif tentang pentingnya pendidikan dalam meningkatkan kesejahteraan dan mobilitas sosial. Dengan menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini melibatkan orang tua, guru, dan tokoh masyarakat sebagai informan kunci. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, dan dianalisis menggunakan model interaktif Miles dan Huberman. Temuan penelitian mengungkapkan bahwa keluarga berperan sebagai agen sosialisasi utama yang menanamkan nilai-nilai pendidikan pada anak-anak melalui motivasi, disiplin belajar, dan perilaku teladan. Modal budaya keluarga secara signifikan memengaruhi pembentukan habitus pendidikan; keluarga dengan modal budaya yang lebih tinggi cenderung memberikan dukungan belajar yang lebih terstruktur dibandingkan dengan keluarga dengan modal budaya yang lebih rendah. Studi ini juga menemukan peningkatan kesadaran kritis di kalangan masyarakat pedesaan mengenai pentingnya pendidikan, meskipun kendala ekonomi, lingkungan sosial, dan persepsi tradisional tetap menjadi tantangan. Secara keseluruhan, kesadaran pendidikan di pedesaan Pacitan muncul melalui interaksi antara peran keluarga, modal budaya, dan dinamika sosial yang lebih luas. Temuan ini menekankan pentingnya kolaborasi antara keluarga, sekolah, dan masyarakat desa dalam memperkuat budaya pendidikan yang berkelanjutan.

Kata kunci: peran keluarga, kesadaran pendidikan, komunitas pedesaan

1. Introduction

Education is the foundation for the social development of a nation. This occurs in rural communities, which often face limited access to educational facilities. In the context of Indonesia, the education gap between urban and rural areas remains a significant challenge that affects the literacy levels and educational awareness of the population [1]. Despite the limitations of facilities in some rural areas, there has been an increase in awareness of the importance of education, known as education awareness. It refers to the collective awareness of the community about the importance of education in improving living standards and social welfare.

The family plays an important role in managing a mindset that is aware of the importance of education. Several Indonesian studies have demonstrated that parents play a central role in children's education by actively shaping learning attitudes, values, and engagement at home, which contributes to children's awareness of the importance of education. For instance, research on parental involvement and children's learning practices shows that family engagement in educational activities at home positively affects children's motivation and academic behaviors [2]. Education within the family is guided by parents as role models who instill motivation and educational aspirations in their children. According to Parsons' structural functionalist theory, the family performs the primary socialization function that shapes individual behavior and value orientation to align with the social system [3]. In the context of rural Indonesia, this function becomes particularly important because formal educational institutions have not yet fully been able to replace the social role of the family [4].

Educational awareness in rural areas is formed through a long process that involves interaction between traditional values and modernity. Previous research shows that educational awareness and values in rural communities are shaped through a prolonged process of adaptation to modernization, where opportunities provided by education and technology must be balanced with preservation of local traditions and cultural norms [5]. In educational settings, such as traditional pesantren schools, educational practices reflect an ongoing negotiation between classical traditions and modern pedagogical approaches, illustrating that awareness of education develops through sustained engagement with both cultural heritage and contemporary demands [6].

In Pierre Bourdieu's theory, rural families can be seen as producers and reproducers of cultural capital, which is a symbolic asset in the form of knowledge, skills, and educational values passed down across generations (Bourdieu, 1986). This capital plays an important role in shaping the educational habitus that forms the basis of education awareness in rural communities. When families have awareness and aspirations regarding education, these values are reproduced through social practices such as supervising children's learning, discussing the future, and participating in school activities.

2. Literatur Review

2.1 The Social Function of the Family

According to Parsons, society is a social system consisting of interrelated parts that function to maintain social balance (social equilibrium). Parsons identified the family and

school as the two primary social institutions that carry out the functions of socialization and social role selection. The family serves as the primary socialization agent, instilling basic values, norms, and aspirations in children. These values are then passed on to formal educational institutions to prepare individuals to become members of society who play roles within the social system. Thus, the family plays a central role in fostering educational awareness, an awareness of the strategic value of education in social life [3].

In this regard, in rural communities in Pacitan Regency, the role of the family becomes even more crucial due to limited infrastructure and access to modern educational institutions. Educational access in rural communities is significantly shaped by structural barriers such as limited educational resources, insufficient infrastructure, and policy shortcomings, which make family support and local community involvement more crucial for sustaining educational engagement and continuity in these contexts [7]. theory of social function explains that the family serves to maintain the continuity of the educational value system and norms in rural communities, thus becoming the primary foundation for the formation of a culture of education awareness [3].

2.2 Cultural Capital and Educational Habitus

Pierre Bourdieu developed the concepts of cultural capital, social capital, and habitus as a framework for understanding social reproduction in education [8]. According to Bourdieu, families play a crucial role in transmitting cultural capital to their children, such as reading habits, ways of thinking, and views on the importance of education. This cultural capital shapes the educational habitus, namely the family's mindset and habits regarding education as a value worth striving for [9]. In rural communities, the educational habitus is formed through the interaction and culture between traditional values and family experiences with school.

2.3 Critical Awareness and Social Transformation

In his work "Pedagogy of the Oppressed," emphasized the importance of critical awareness (conscientization) in education [10]. Education is not simply a process of transferring knowledge, but a means of liberating people from social, political, and economic backwardness. In rural communities, educational awareness can be seen as a form of critical societal awareness of the importance of education for improving their lives. Families play a role as agents of liberation when they foster a passion for learning, motivate children to think reflectively, and support educational participation.

Freire rejected the view that poor communities are passive in education. Instead, they possess the potential for social transformation through a process of critical awareness that begins in the family [10]. Freire's theory provides insight into understanding educational awareness, emphasizing that families play a role not only as inheritors of values but also as drivers of social change, recognizing the importance of education.

3. Metode

This research uses a qualitative research method with a case study approach. Qualitative research allows researchers to examine phenomena occurring in the field in depth. Qualitative research is an approach used to gain a deeper understanding of social phenomena by analyzing non-numerical data, such as interviews, observations, and document analysis

[11]. The case study allows for a deeper exploration of the role of families in rural Pacitan Regency in shaping a culture of education awareness.

This research was conducted in Pacitan Regency, East Java, due to its strong rural socio-cultural characteristics and diverse levels of educational awareness. The location was selected purposively, taking into account the availability of families with elementary and secondary school-aged children, the diversity of family socio-economic conditions, and the increasing educational awareness in several villages. The subjects of this study were families in rural communities in Pacitan Regency with school-aged children. The informants consisted of parents from various socio-economic backgrounds, elementary and secondary school teachers familiar with the participating families, and community leaders (village heads, religious leaders, and local education figures).

This data collection technique was carried out through three main techniques: interviews, observation, and documentation. Data analysis techniques were carried out using data analysis techniques by Miles and Huberman, namely data reduction, data presentation, and drawing conclusions [12]. To ensure the validity of the research results, four validity criteria source triangulation and method triangulation [13].

4. Result and Discussion

4.1 The Role of the Family in Instilling Educational Values

The role of the family here is very influential in education awareness in rural Pacitan Regency. Some families who participated in the survey stated that education is considered crucial for improving their economic well-being and creating future business opportunities for their children. An interview with Mr. Paino (56 years old), a farm laborer, stated, "I didn't go to college, but I try to keep my children in school, even if I have to borrow money first, because I believe school is crucial for my children's future. I emphasize to my children that they must be disciplined in attending school and studying every day." This mindset shapes children's discipline and demonstrates that socialization within the family environment forms the basis for developing education awareness, even among those from less affluent backgrounds.

This research aligns with Parsons' (1959) theory of the social function of the family, which states that the family serves as the primary socialization function and is the primary agent in shaping educational values. This finding of parental attitudes is particularly striking because not all communities have sufficient capacity for educational awareness. Here, the family serves as the primary foundation for the formation of a positive habitus in education

4.2 Cultural Capital and Educational Habitus in Rural Families

This study also shows that cultural differences between high- and low-income families also lead to different parenting patterns for children who prioritize education. For example, families with low cultural capital tend to allocate a portion of their income to private tutoring and purchasing educational books rather than providing smartphones. In contrast, families with low cultural capital tend to provide practical support, such as discipline in school attendance, but do not fully understand the potential that will be developed in their children.

An interview with Mrs. Anik (40 years old), a bachelor's graduate, stated, "I always seek private tutoring for my children to support their education and keep them learning. I also often buy books, even if only through e-commerce, so that my children get used to reading at

home and are away from gadgets and television." This aligns with Bourdieu's (1986) argument that cultural capital strongly influences the development of a good educational habitus. The quality of a family's interaction with the educational world and its recognition of its importance are determined by a family's cultural capital.

4.3 Critical Family Awareness of the Importance of Education

Field findings indicate a significant increase in education awareness among several families in rural areas. This awareness is shaped by social discourse and widespread access to digital information. Some families, despite limited economic resources, still strive for their children's education. According to Paulo Freire's theory (1970), this critical awareness emerges as families begin to observe that children with higher education tend to have better jobs. Parents then take concrete action by working harder to finance their children's education to higher levels. It is hoped that this education will break the cycle of poverty passed down through generations.

4.4 Inhibiting Factors in Developing Education Awareness

An inhibiting factor is economic constraints. Low-income families often prioritize basic needs over education. They consider education to be an obstacle or, in other words, a waste of hard-earned wealth. Furthermore, the lack of cultural capital, specifically parental education, impacts their ability to provide learning support at home. Furthermore, the social environment is unsupportive, for example, where working to help parents is seen as more important than continuing on to higher education. Traditional perceptions also pose a barrier, viewing education as meaningless or unimportant because they will ultimately become housewives and help their parents in the fields.

Although the family is the primary actor, research has found that support from the community, village institutions, and schools significantly influence the success of establishing a culture of education awareness. Teachers often motivate parents through parent-teacher meetings, while community leaders actively promote local education programs such as free tutoring or village literacy initiatives. There is findings who emphasize the importance of cross-institutional collaboration in creating social change [14].

Table 1. Findings of educational awareness

No	Theme	Key Findings	Supporting Theory
1	Role of the Family in Education	Families play a central role in instilling discipline, motivation, and commitment to education, even among economically disadvantaged households. Parents prioritize schooling as an investment for children's future.	Parsons (1959) – Family as the primary agent of socialization
2	Cultural Capital and Parenting Practices	Families with higher cultural capital invest in educational resources such as private tutoring and books, while limiting gadget use. Families with lower cultural capital emphasize discipline but lack strategies to develop academic potential.	Bourdieu (1986) – Cultural capital and educational habitus

3	Critical Awareness of Education	Increased educational awareness emerges as parents observe the link between higher education and better employment opportunities, motivating them to support children's education despite economic constraints.	Freire (1970) – Critical consciousness
4	Inhibiting Factors	Economic limitations, low parental education, unsupportive social environments, and traditional gender-based perceptions hinder the development of educational awareness.	Structural and cultural barriers in education
5	Supporting Social Institutions	Community involvement, village institutions, and schools strengthen educational awareness through parental motivation, free tutoring programs, and literacy initiatives.	Klimczuk et al. (2025) – Cross-institutional collaboration

5. Conclusion

This study shows that families play a central role in shaping educational awareness in rural communities in Pacitan Regency. Through their primary socialization function, families are the primary agents instilling values, motivation, and educational orientation in children. Despite diverse socioeconomic conditions, most families recognize that education is a vital path to improving their standard of living and opening up opportunities for a brighter future for their children.

Differences in cultural capital between families significantly influence the quality of educational support provided. Families with high cultural capital tend to be able to create a stronger educational habitus by providing learning facilities, mentoring, and communication patterns that support academic success. Conversely, families with low cultural capital are often only able to provide practical support due to limited educational knowledge and experience. Nevertheless, both groups demonstrate a commitment to the importance of education, albeit in different forms.

This study also found that educational awareness is growing with increasing access to information, social change, and encouragement from educational institutions and community leaders. The critical awareness of families in championing children's education has become a crucial part of the social transformation process in rural Pacitan. However, various obstacles such as economic constraints, minimal cultural capital, the influence of the social environment, and strong traditional values remain challenges in strengthening a culture of educational literacy.

Overall, this study confirms that developing educational awareness is a multidimensional process influenced by the role of the family, cultural capital, critical awareness, and the social dynamics of rural communities. Therefore, collaboration between families, schools, and village communities is necessary to strengthen the educational ecosystem that can foster more inclusive and sustainable social transformation.

6. Reference

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