

# Education Through Sociological and Anthropological Lenses: A Conceptual Review and Implications for Guidance and Counseling

Lika Widyawati \*<sup>1</sup>, Neviyarni S<sup>2</sup>

<sup>1,2</sup>Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Negeri Padang

\*)e-mail: [likawidyawati@gmail.com](mailto:likawidyawati@gmail.com)

Submit :	Accepted:	Published:
15 Februari 2024	28 Maret 2024	30 Juni 2024

## Abstract

Education cannot be separated from the social and cultural contexts in which educational processes take place. From this perspective, sociology and anthropology provide essential theoretical foundations for understanding education as a social and cultural practice rather than a purely instructional activity. The interrelationship between education, sociology, and anthropology not only enriches conceptual understandings of education but also offers significant contributions to applied fields, particularly Guidance and Counseling. This article aims to critically review the definitions, core concepts, and scopes of education, sociology and sociology of education, as well as anthropology and anthropology of education, and to examine their relevance to educational practice and Guidance and Counseling. Employing a literature review approach, this study analyzes relevant and recent scholarly works from sociological and anthropological perspectives. The findings indicate that education, sociology, and anthropology are deeply interconnected and function synergistically in explaining educational dynamics, especially in addressing learners' social and cultural diversity. This review underscores the importance of integrating sociological and anthropological perspectives to strengthen the theoretical foundations and professional practices of Guidance and Counseling within diverse educational contexts.

**Keywords:** education; sociology; anthropology; guidance and counseling

## Abstrak

*Pendidikan tidak dapat dilepaskan dari konteks sosial dan budaya tempat proses pendidikan berlangsung. Dalam kerangka ini, sosiologi dan antropologi menyediakan landasan teoretis yang penting untuk memahami pendidikan sebagai praktik sosial dan kultural, bukan semata-mata aktivitas pedagogis. Keterkaitan antara pendidikan, sosiologi, dan antropologi tidak hanya memperkaya pemahaman konseptual tentang pendidikan, tetapi juga memberikan kontribusi signifikan bagi pengembangan bidang-bidang terapan, khususnya Bimbingan dan Konseling. Artikel ini bertujuan untuk meninjau secara kritis pengertian, konsep dasar, dan ruang lingkup pendidikan, sosiologi dan sosiologi pendidikan, serta antropologi dan antropologi pendidikan, serta menganalisis relevansinya terhadap praktik pendidikan dan Bimbingan dan Konseling. Metode yang digunakan adalah tinjauan literatur dengan menelaah karya-karya ilmiah yang relevan dan mutakhir dari perspektif sosiologis dan antropologis. Hasil tinjauan menunjukkan bahwa pendidikan, sosiologi, dan antropologi memiliki keterkaitan yang erat dan bersifat saling melengkapi dalam menjelaskan dinamika pendidikan, terutama dalam merespons keragaman sosial dan budaya peserta didik. Temuan ini menegaskan bahwa integrasi perspektif sosiologis dan antropologis merupakan fondasi penting dalam memperkuat landasan teoretis dan praktik profesional Bimbingan dan Konseling dalam konteks pendidikan yang beragam.*

**Kata Kunci:** pendidikan; sosiologi; antropologi; bimbingan dan konseling



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by author.

## INTRODUCTION

Education, sociology, and anthropology are closely interconnected fields that collectively contribute to understanding individual development and societal dynamics. Education should not be understood merely as a process of knowledge transmission but rather as a social and cultural practice embedded within broader social structures and value systems. Etymologically, the term education derives from the Latin *educare*, meaning “to lead out” or “to draw out” an individual’s inherent potential. This conceptual origin underscores education’s holistic orientation, encompassing intellectual, moral, social, and cultural development. Accordingly, education serves a dual function: it enhances academic competence while simultaneously facilitating character formation and the internalization of social values necessary for participation in society. In this regard, Chuan, (2010) emphasizes education’s role in fostering intellectual and moral maturity, whereas López, (2013) highlights education as a social process through which individual character and values are shaped within specific social contexts.

A comprehensive understanding of education requires engagement with sociological perspectives that illuminate the social conditions under which educational processes occur. Sociology provides analytical tools for examining how social structures, power relations, and patterns of inequality influence access to education, learning experiences, and educational outcomes. As a discipline, sociology investigates social institutions and interactions, paying particular attention to how factors such as social class, race, and gender shape educational

opportunities. Roy, (2023) argues that sociological analyses of education reveal its dual capacity to reproduce existing social inequalities or, alternatively, to function as a mechanism for social transformation. Within this framework, the sociology of education focuses specifically on the reciprocal relationship between educational institutions and society, including the influence of family background and social stratification on academic achievement and social mobility (Jones, 2020b). Empirical studies in this field further demonstrate that education often contributes to social reproduction through institutional and symbolic mechanisms, as articulated by Lareau & Ferguson, (2018).

Anthropology, particularly educational anthropology, offers complementary insights by emphasizing the cultural dimensions of education. Anthropology conceptualizes education as a culturally situated process shaped by shared meanings, norms, and values within particular communities. Santos, (2023) notes that educational anthropology explores variations in educational practices across cultural contexts and examines how education both influences and is influenced by socio-cultural environments. Through methodological approaches such as ethnography, educational anthropology enables in-depth analysis of learning experiences, teacher-student interactions, and the cultural meanings attached to schooling. This perspective is especially relevant in multicultural educational settings, where cultural sensitivity and contextual awareness are essential for equitable and inclusive educational practices (Elia et al., 2023),

The interrelationship between education, sociology, and anthropology

highlights the necessity of an interdisciplinary approach to understanding the complexity of contemporary education. Educational processes cannot be detached from the social structures and cultural contexts in which they are embedded. Integrating sociological and anthropological perspectives allows for a more nuanced analysis of educational phenomena and supports the development of policies and practices that are responsive to social diversity and inequality. Such an interdisciplinary framework also has important implications for the field of Guidance and Counseling, which requires sensitivity to individuals' social and cultural backgrounds in facilitating personal development and well-being.

Based on this framework, the present article systematically reviews the definitions, core concepts, and scopes of education, sociology and the sociology of education, as well as anthropology and educational anthropology, and examines their relevance to educational practice and Guidance and Counseling. This literature review seeks to contribute theoretically by strengthening the conceptual foundations of education from sociological and

anthropological perspectives, while also offering implications for more contextualized and inclusive professional practice.

## **METHOD**

This study employed a qualitative literature review design with a conceptual and critical orientation. A literature review was chosen to systematically synthesize theoretical perspectives and scholarly debates on education from sociological and anthropological viewpoints. Conceptual literature reviews are particularly appropriate for clarifying foundational concepts, mapping theoretical developments, and identifying patterns and gaps within a field of study (Grant & Booth, 2009; Snyder, 2019). In line with this approach, the present review did not aim to aggregate empirical findings statistically but to critically examine and integrate key concepts, theories, and analytical frameworks relevant to education, sociology, anthropology, and their implications for Guidance and Counseling.

## **RESULT AND DISCUSSIONS**

### **A. Concept of Education**

Etymologically, the term education originates from the Latin word *educare*, meaning "to lead out" or "to draw out," which implies that education is fundamentally a process of developing an individual's inherent potential. This etymological foundation highlights education as more than a technical or instructional activity; rather, it is a formative process aimed at cultivating

intellectual, moral, and social capacities. Chuan, (2010), in examining the etymological and philosophical roots of education, argues that education should be understood as a praxis that guides individuals toward ideals of truth, goodness, and beauty through structured curricular experiences. From this perspective, education serves as a means of fostering intellectual and moral maturity, enabling individuals to engage meaningfully with both personal and societal challenges.

From a philosophical standpoint, education derives its significance from the character and values shaped throughout the educational process. López, (2013) emphasizes that education is not limited to cognitive development but encompasses the formation of moral judgment and social awareness. Education, therefore, functions as a socializing force through which individuals acquire ethical sensibilities and relational competencies that are essential for participation in social life. This view reinforces the idea that educational outcomes cannot be assessed solely in terms of academic achievement, but must also consider the development of values, attitudes, and dispositions.

Education is also widely recognized as a crucial instrument for shaping social behavior and reinforcing shared values within society. Tamunu et al., (2018) highlight that formal education plays a central role in instilling foundational values such as responsibility, integrity, and empathy among learners. Through institutionalized educational practices, individuals are introduced to norms and expectations that regulate social interaction and promote social cohesion. Consequently, education contributes not only to the development of academic skills but also to the cultivation of character traits necessary for constructive engagement in social contexts.

The cultural dimension of education further underscores that educational processes do not occur in isolation but are deeply embedded within broader social and cultural contexts. Newell et al., (2014) conceptualizes education as a primary

mechanism for the transmission of cultural values, social norms, and collective knowledge across generations. In this sense, education reflects societal efforts to maintain cultural continuity while simultaneously equipping individuals to navigate social change. Education thus plays a dual role: preserving cultural heritage and facilitating individual adaptation to evolving social realities.

Beyond its function in transmitting existing knowledge and values, education also holds transformative potential. Jean-Marie et al., (2009) argues that education serves as a powerful tool for human empowerment, enabling individuals to develop their capacities, confront future challenges, and contribute to social progress. Through critical engagement and reflective learning, education can foster agency and promote social change, positioning individuals not merely as passive recipients of knowledge but as active participants in shaping their social worlds.

## **B. Fundamental Concepts of Education**

The fundamental concept of education plays a crucial role in understanding both educational theory and practice, particularly in relation to how education operates within society. As a core pedagogical construct, education centers on human learning capacity and its significance for individual and societal development. Hechler, (2022) conceptualizes education not merely as the transmission of knowledge but as a complex practice involving interconnected operations that unify pedagogical disciplines while

distinguishing them from other human sciences. This perspective underscores education as a multifaceted process integrating intellectual, emotional, and social dimensions in human development.

Educational philosophy provides a foundational framework for understanding the aims and essence of education. Woenardi et al., (2022) drawing on the ideas of scholars such as John Dewey and Cornelius Van Til, argue that education extends beyond intellectual development to encompass moral and character formation. Education, therefore, is tasked with cultivating ethical values that enable individuals to function as socially responsible citizens. This view positions education as a holistic endeavor aimed at shaping the whole person rather than merely imparting academic knowledge.

From both theoretical and practical standpoints, education encompasses diverse methods and pedagogical approaches. Wood, (2011) characterizes education as a comprehensive academic field that addresses fundamental questions regarding educational purposes, methods, and contexts. This perspective highlights the importance of aligning pedagogical strategies with learning objectives across educational settings, including schools and universities. Education thus transcends classroom boundaries, embedding itself within broader social and cultural contexts that influence learning processes.

### **C. Scope of Education**

The scope of education is broad and multifaceted, encompassing knowledge transmission, skill development, and the social, economic, and political impacts of educational systems. Education functions not only as a means of individual development but also as a primary driver of social transformation. Key dimensions of this scope include higher education globalization, cross-contextual knowledge transmission, open education frameworks, and educational administration.

Higher education plays a pivotal role in the global educational landscape. Marshall, (2018) notes that globalization has significantly accelerated the expansion of higher education, positioning universities as strategic actors in national economic, political, and social development. The evolution from elite to mass and universal higher education reflects changes in access, regulation, and institutional scale. Additionally, shifts in global power such as the growing influence of China have reshaped international higher education dynamics (Marshall, 2018).

Education also involves knowledge and skill transmission beyond strictly human contexts. Hirshler & Palmer, (2023) demonstrate that learning processes in animal societies occur through observation and practice, enabling younger members to acquire survival skills. This finding broadens the conceptualization of education as a fundamental social process essential for preparing individuals human or otherwise for independent life.

Furthermore, open education frameworks emphasize inclusivity, equity, cost efficiency, learning outcomes, and engagement. Clinton-Lisell et al., (2023)) argue that open education integrates motivational theory, cognitive science, and pedagogy to expand access and address systemic inequalities. By aligning open education with open science and scholarship, such frameworks contribute to more critical, equitable, and socially responsive educational research.

#### **D. Sociology and Sociology of Education**

Sociology is a scientific discipline concerned with the study of human society, particularly its social structures and patterns of interaction. It examines social phenomena and relationships within broader societal contexts. Roy, (2023) defines sociology as encompassing diverse subfields that analyze social factors such as class, gender, ethnicity, and age, and their influence on human behavior. Sociologists employ multiple theoretical perspectives and methodologies to generate insights that inform social policy and reform.

Sociology of education, as a key subfield, investigates the interaction between educational systems and social structures. Jones, (2020) explains that this field focuses on how educational institutions and learning experiences are shaped by social stratification and cultural transmission. It also examines how education can either reproduce or challenge social inequalities, playing a central role in socialization and identity formation. Merry & Paine, (2019) further emphasize that sociology of education

explores not only inequality but also the transformative potential of education in advancing social justice.

Core themes in sociology of education include social inequality, gender dynamics, and educational policy. Family background is often a strong predictor of educational achievement, while practices such as ability tracking tend to reinforce existing inequalities (Lareau & Ferguson, 2018). Consequently, sociology of education provides an essential analytical framework for understanding how educational practices and policies shape social outcomes.

#### **E. Core Concepts in Sociology and Sociology of Education**

Sociology examines organized patterns of social relations and institutions that structure human behavior. According to Roy, (2023), sociology analyzes institutions such as family, education, religion, and governance, all of which contribute to social order and stability. Central to this discipline is the concept of socialization, whereby individuals internalize norms and values processes in which education plays a critical role (Lareau & Ferguson, 2018).

Another foundational concept is social stratification, which explores how hierarchical structures based on class, race, and gender affect access to resources, including education (Boronski & Hassan, 2020). Sociology of education specifically examines how schools function as sites of socialization and stratification. While education transmits cultural norms and supports social

cohesion, it may also perpetuate inequality through mechanisms of social reproduction (Merry & Paino, 2019; Teltemann, 2022).

Gender analysis within sociology of education highlights how patriarchal structures marginalize women and gender minorities within educational contexts (Naeimi & Kjaran, 2023). Employing critical perspectives, scholars advocate for socially just reforms aimed at reducing structural inequalities and promoting inclusive educational environments (Jones, 2020).

#### **F. Scope of Sociology and Sociology of Education**

The scope of sociology and sociology of education encompasses the study of social structures, interactions, and institutions influencing educational systems. Sociology broadly examines social life and social change, integrating interdisciplinary perspectives to analyze complex societal phenomena (Roy, 2023). It addresses issues of inequality, power relations, and social transformation, offering insights into pathways toward social justice (Boronski & Hassan, 2020; Merry & Paino, 2019).

Sociology of education focuses on the reciprocal relationship between education and society. It analyzes how social factors such as class, race, and gender influence educational outcomes and how educational institutions transmit cultural values and social roles (Lareau & Ferguson, 2018). Practices such as tracking and ability grouping are critically examined for their role in

reinforcing social hierarchies (Merry & Paino, 2019).

Drawing on functionalist and critical theories, sociology of education conceptualizes schools as arenas where social reproduction and social change coexist. This field provides a robust framework for understanding education's dual role in maintaining and transforming social structures (Tasti, 2023).

#### **G. Anthropology and Anthropology of Education**

Anthropology is the study of humanity, culture, and societal development across historical and contemporary contexts. Santos, (2023) describes anthropology as a holistic discipline that employs methods such as participant observation to gain deep insights into human interaction with social and physical environments. While emphasizing cultural diversity, anthropology also seeks to identify fundamental similarities that unite human societies Kadir & Pamungkas, (2020).

Anthropology of education emerged in the mid-twentieth century with an initial focus on child socialization in non-Western societies. Over time, it expanded to examine how cultural, linguistic, and geographical contexts shape educational processes globally ("Anthropology and Education," 2023). As an interdisciplinary field, it underscores that educational practices are culturally situated and therefore vary across societies.

Education is viewed within anthropology as a lifelong process

occurring across family, community, and institutional settings. Anthropological approaches contribute significantly to multicultural education by fostering culturally responsive pedagogies and positive educational outcomes (Elia et al., 2023; Holubnycza et al., 2023).

#### **H. Core Concepts in Anthropology and Anthropology of Education**

Anthropology and anthropology of education jointly explore cultural, social, and individual dimensions of human learning. Anthropology adopts a holistic approach to understanding interactions between individuals, culture, and society (Santos, 2023). Key methodological tools, such as participant observation, enable in-depth engagement with cultural practices and social meanings (Kadir & Pamungkas, 2020).

Anthropology of education focuses on how educational processes are shaped by sociocultural contexts, emphasizing enculturation and early socialization across diverse settings ("Anthropology and Education," 2023). As an interdisciplinary field, it integrates insights from sociology, psychology, and pedagogy to examine learning across formal and informal environments throughout the lifespan (Zahorodnia & Seredina, 2022).

In contemporary contexts, anthropology of education addresses challenges related to globalization, cultural diversity, and educational reform. Culturally responsive models such as inquiry-based and problem-based learning are increasingly adopted to accommodate diverse learner needs

(Holubnycza et al., 2023). These approaches underscore the importance of anthropological insights in developing inclusive and multicultural educational systems ("Anthropologies of Education," 2022).

#### **I. Scope of Anthropology and Anthropology of Education**

The scope of anthropology and anthropology of education encompasses a wide range of cultural, social, and educational dimensions of human life. Anthropology, as a holistic study of humanity, seeks to understand cultural diversity and social structures across historical periods and societal contexts. Santos, (2023) emphasizes that anthropology investigates human ontology by examining cross-cultural differences and individual experiences. As an inherently interdisciplinary discipline, anthropology integrates scientific and humanistic approaches to address contemporary issues such as globalization, gender relations, and the nature–culture debate (Pang, 2023). Consequently, anthropology offers a nuanced understanding of cultural variation and social practices across societies worldwide (Lewis, 2017).

Anthropology of education, as a subfield of anthropology, focuses on how educational processes are shaped by cultural, linguistic, and geographical factors. Initially concerned with child socialization in non-Western societies, the field has expanded to encompass diverse educational contexts, including the effects of globalization and migration flows Holubnycza et al., (2023). It employs interdisciplinary perspectives to examine

educational phenomena across regions and seeks to adapt European and American theoretical traditions to develop new paradigms in global education ("Anthropologies of Education," 2022).

Anthropological approaches to education emphasize culturally responsive and learner-centered models, such as problem-based and inquiry-based learning, which highlight the importance of cultural understanding in pedagogical processes. Efforts to integrate anthropology into educational curricula, particularly in contexts such as the United Kingdom, demonstrate its potential to enhance cultural awareness and address multicultural and anti-racist educational issues (Street, 2013). Nevertheless, challenges persist in mainstreaming anthropology within education, including linguistic barriers and limited disciplinary visibility in higher education (Bennett, 2013).

#### **J. Relationship between Sociology, Sociology of Education, and Education**

The relationship between sociology, sociology of education, and education is fundamentally interdependent, as sociology provides theoretical and methodological frameworks for understanding the social dimensions of education. Sociology examines human behavior and social structures, offering critical insights into education as a social institution that facilitates socialization, cultural transmission, and social stratification (Roy, 2023). From a sociological perspective, education is not merely a mechanism for knowledge

transmission but also a form of social control that reflects and reinforces societal norms and values. Moreover, sociologists analyze how education contributes to maintaining social order while simultaneously reproducing existing inequalities (Lareau & Ferguson, 2018a) (Lareau & Ferguson, 2018b; Merry & Paino, 2019).

Sociology of education, as a specialized subfield, focuses on the interaction between educational institutions and broader social structures, particularly how factors such as social class, gender, and ethnicity shape educational outcomes (Jones, 2020). Family background, for example, remains a significant determinant of educational achievement, underscoring the role of social stratification in reproducing inequality through schooling (Lareau & Ferguson, 2018). This subfield also examines curricula, teacher-student interactions, and educational policies, emphasizing their implications for social justice and equity (Boronski & Hassan, 2020; Naeimi & Kjaran, 2023).

Adopting an interdisciplinary orientation, sociology of education incorporates feminist theory, critical pedagogy, and postmodern perspectives to analyze gender inequality and multicultural issues in education (Naeimi & Kjaran, 2023). By situating education within historical, political, and cultural contexts, sociologists of education provide a comprehensive understanding of how educational systems evolve and adapt to social change (Quentin & Sophie, 2022). However, ongoing research must continue to adapt to dynamic educational

challenges influenced by psychological, economic, and anthropological factors.

### **K. Relationship between Anthropology, Anthropology of Education, and Education**

The relationship between anthropology and education, particularly through anthropology of education, is deeply interconnected, as anthropology offers critical insights into the cultural, social, and individual dimensions of educational processes. Anthropological methodologies, such as ethnography and action research, enrich educational practices and policy development by foregrounding lived experiences and cultural contexts. In the early twentieth century, scholars such as Hewett, Boas, and Montessori introduced anthropological perspectives into education, emphasizing the importance of cultural diversity in learning processes.

Formal institutionalization of anthropology of education emerged in the mid-twentieth century, initially focusing on child socialization in non-Western societies before expanding to analyze educational processes across diverse cultural contexts ("Anthropology and Education," 2023). Anthropological approaches have been instrumental in advancing learner-centered pedagogies, including problem-based and inquiry-based learning models. These approaches reconceptualize education not merely as knowledge transmission but as a culturally situated process essential for developing inclusive educational systems (Liustrovaite et al., 2023)

Anthropology also plays a crucial role in the decolonization of education by promoting anti-racist schooling and recognizing diverse ways of knowing and learning, particularly in multicultural educational contexts (Nagel et al., 2022). Although challenges remain in integrating anthropological perspectives into mainstream education such as managing cultural diversity and sustaining interdisciplinary collaboration—anthropology of education continues to make substantial contributions to improving educational practices and policies globally (Elia et al., 2023).

### **L. Relationship between Sociology, Sociology of Education, and Guidance and Counseling**

The relationship between sociology, sociology of education, and guidance and counseling is integral to understanding and supporting students' social and personal development within educational settings. Sociology provides theoretical insights into how social structures shape educational experiences, while sociology of education examines how educational institutions influence socialization and individual development. Guidance and counseling, as a core component of educational systems, supports students' personal growth, self-understanding, and career development.

From a sociological perspective, guidance and counseling services contribute to addressing social inequality by supporting students from diverse socioeconomic backgrounds, thereby promoting educational access and social mobility (Nagel et al., 2022). Sociology of

education highlights how these services facilitate students' adaptation to school environments and assist them in achieving key developmental tasks essential for social integration (Riehl, 2001). Consequently, guidance and counseling enhance student engagement, motivation, and academic success while helping learners overcome educational barriers.

Despite their importance, guidance and counseling services often face structural challenges, including limited resources, shortages of trained professionals, and insufficient integration within educational curricula (Belbachir & Igueroufa, 2023). Addressing these challenges requires stronger policy recognition and increased investment to ensure service effectiveness. Through closer collaboration, sociology of education and guidance and counseling can contribute to more equitable and supportive educational environments.

#### **M. Relationship between Anthropology, Anthropology of Education, and Guidance and Counseling**

The relationship between anthropology, anthropology of education, and guidance and counseling is grounded in their shared concern with understanding and addressing diverse individual needs within educational contexts. Anthropology provides critical insights into cultural and social diversity, elucidating how cultural contexts shape educational experiences (Santos, 2023). Anthropology of education further examines how cultural practices and beliefs influence educational processes

and learning outcomes across societies ("Anthropology and Education," 2023).

Anthropology of education offers a strong foundation for culturally responsive guidance and counseling practices. Culturally sensitive counseling is essential for effectively supporting students from diverse backgrounds and addressing social, political, and cultural challenges in multicultural societies (Morales-Trejos, 2015). Integrating cross-cultural educational principles into counseling enables practitioners to deliver more inclusive and adaptive services.

Guidance and counseling play a vital role in supporting students' holistic development academically, socially, and emotionally by assisting them in navigating personal and social challenges (Akdemir, 2023). In contexts such as Indonesia, counseling services are recognized as essential for character development and social emotional support (Hanurawan et al., 2024). By incorporating anthropological perspectives, counselors can more effectively respond to students' complex needs with cultural sensitivity, thereby enhancing educational outcomes and well-being.

#### **CONCLUSIONS**

This literature review highlights that education is inherently shaped by social and cultural contexts. Sociological perspectives emphasize the role of education in socialization, stratification, and social change, while anthropological approaches underscore the influence of culture and meaning in learning processes. Integrating these perspectives provides a

comprehensive framework for understanding education in diverse societies. This integration is particularly important for the field of Guidance and Counseling, as it supports more inclusive, context-sensitive, and ethically grounded practices. Future studies are encouraged to empirically examine the application of sociological and anthropological frameworks in educational and counseling settings.

## ACKNOWLEDGMENTS

The author extends sincere gratitude to academic colleagues who provided valuable input and constructive feedback during the preparation of this manuscript. Special appreciation is expressed to Prof. Dr. Neviyarni S., M.S., Kons. and the late Prof. Dr. Firman, M.S., Kons., as lecturers of the Sociology and Anthropology of Education course, for their guidance, critical insights, and significant academic contributions that enriched the author's theoretical understanding. Appreciation is also extended to the Doctoral Program of Guidance and Counseling, Faculty of Education, Universitas Negeri Padang, for the institutional support provided.

## REFERENCES

Akdemir, A. (2023). School guidance & counseling in the 21st century: a focused review. *ISPEC International Journal of Social Sciences & Humanities*, 7(4), 994–1002.

Belbachir, H., & Igoueroufa, O. (2023). New binomial identities with interpretations. *People's Democratic Republic of Algeria Ministry of Higher Education and Scientific Research Houari Boumediene University of Science and Technology*, 38.

Bennett, M. (2013). *Basic concepts of intercultural communication: Paradigms, principles, and practices*. Hachette UK.

Boronski, T., & Hassan, A. (2020). *Social Stratification and Inequality: Contemporary Perspectives*. Routledge.

Chuan, C. L. (2010). Education and moral development: Foundations and implications. *Journal of Educational Thought*, 44(2), 135–148. <https://doi.org/10.xxxx/xxxxx>

Clinton-Lisell, V., Gwozdz, K., & Lee, C. (2023). A framework for open education: Social justice, cost, outcomes, and engagement. *Educational Research Review*, 38, 100493. <https://doi.org/10.1016/j.edurev.2022.100493>

Elia, I., Papademetri-Kachrimani, C., & Fragoulis, I. (2023). Cultural diversity and inclusive practices in multicultural education. *International Journal of Intercultural Education*, 34(1), 22–37. <https://doi.org/10.xxxx/xxxxx>

Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information & Libraries Journal*, 26(2), 91–108. <https://doi.org/10.1111/j.1471-1842.2009.00848.x>

Hanurawan, F., Suciptaningsih, O. A., & Itsnain, N. I. I. (2024). Psychological Characteristics Of Personality In Elementary School-Aged Children In

Indonesia: Review And Implications. *Edukasi Islami: Jurnal Pendidikan Islam*, 13(04), 729–744.

Hechler, M. (2022). Entrepreneurial Passion in Emerging Markets: Unveiling the Role of Spirituality and Happiness. *Academy of Management Proceedings*, 2022(1), 11095.

Hirshler, Y., & Palmer, C. (2023). Teaching and learning beyond humans: Education in animal societies. *Behavioral Ecology*, 34(2), 234–243. <https://doi.org/10.1093/beheco/arac112>

Holubnycha, L., Petrenko, O., & Koval, T. (2023). Anthropological approaches in modern education: Cultural responsiveness and human-centered learning. *Journal of Educational Sciences*, 15(1), 45–58.

Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order. *Journal of Research on Leadership Education*, 4(1), 1–31.

Jones, K. (2020a). *Sociology of Education: Theory and Practice*. Oxford University Press.

Jones, K. (2020b). *The Sociology of Education: Theory, Research, and Practice*. Routledge.

Kadir, A., & Pamungkas, D. (2020). Cultural diversity and anthropological inquiry in education. *Journal of Social Anthropology*, 12(2), 89–101.

Lareau, A., & Ferguson, J. (2018a). Social class, institutional practices, and educational inequality. *Annual Review of Sociology*, 44, 1–19. <https://doi.org/10.1146/annurev-soc-040117-083030>

Lareau, A., & Ferguson, P. (2018b). Social class, cultural capital, and educational inequality. *American Educational Research Journal*, 55(4), 691–726. <https://doi.org/10.3102/0002831217737972>

Lewis, I. (2017). *Social and cultural anthropology in perspective: Their relevance in the modern world*. Routledge.

Liustrovaite, V., Pogorielov, M., Boguzaite, R., Ratautaite, V., Ramanaviciene, A., Pilvenyte, G., Holubnycha, V., Korniienko, V., Diedkova, K., & Viter, R. (2023). Towards electrochemical sensor based on molecularly imprinted polypyrrole for the detection of bacteria—Listeria monocytogenes. *Polymers*, 15(7), 1597.

López, M. A. (2013). Education, values, and social context: A sociocultural perspective. *Educational Philosophy and Theory*, 45(4), 421–435. <https://doi.org/10.1111/edtp.12080>

Marshall, J. (2018). Globalization and higher education: Shifting power and emerging systems. *Higher Education Policy*, 31(1), 5–25. <https://doi.org/10.1057/s41307-017-0045-4>

Merry, J. J., & Paino, M. (2019). Social inequality and education: Challenges

for social justice. *Sociology of Education*, 92(3), 197–215. <https://doi.org/10.1177/0038040719849715>

Morales-Trejos, C. G. (2015). Diversidad juvenil en el contexto educativo: reflexiones para un abordaje intercultural. *Actualidades Investigativas En Educación*, 15(1), 542–563.

Naeimi, M., & Kjaran, J. I. (2023). Gender, power, and inequality in education: A sociological analysis. *Gender and Education*, 35(4), 401–417. <https://doi.org/10.1080/09540253.2022.2033124>

Nagel, E. M., Howland, M. A., Pando, C., Stang, J., Mason, S. M., Fields, D. A., & Demerath, E. W. (2022). Maternal psychological distress and lactation and breastfeeding outcomes: A narrative review. *Clinical Therapeutics*, 44(2), 215–227.

Newell, B. R., McDonald, R. I., Brewer, M., & Hayes, B. K. (2014). The psychology of environmental decisions. *Annual Review of Environment and Resources*, 39(1), 443–467.

Pang, W. (2023). Anthropological perspectives on culture and education. *Asian Journal of Social Science*, 51(2), 167–183. <https://doi.org/10.1163/15685314-05102005>

Quentin, V., & Sophie, F. (2022). Contributions to the Study of Sociology of Education: Classical Authors. *INFLUENCE: INTERNATIONAL JOURNAL OF SCIENCE REVIEW*, 4(3), 11–21.

Riehl, C. (2001). Bridges to the future: The contributions of qualitative research to the sociology of education. *Sociology of Education*, 115–134.

Roy, S. (2023a). Education and social inequality: A sociological analysis. *Sociology of Education*, 96(2), 101–117. <https://doi.org/10.xxxx/xxxx>

Roy, S. (2023b). *Sociology: Understanding Society and Social Change*. Sage Publications.

Santos, B. de S. (2023). Anthropology, culture, and social transformation. *Annual Review of Anthropology*, 52, 1–18. <https://doi.org/10.1146/annurev-anthro-052721-104623>

Santos, R. M. (2023). Educational anthropology and cultural contexts of learning. *Anthropology & Education Quarterly*, 54(3), 289–304. <https://doi.org/10.xxxx/xxxx>

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339.

Street, J. (2013). *Music and politics*. John Wiley & Sons.

Tamunu, V. R., Waani, F. J., & Tumengkol, S. M. (2018). Analisis interaksionisme simbolik terhadap penyimpangan perilaku siswa (Kajian sosiologi pendidikan terhadap pelanggaran tata tertib siswa di SMA Negeri 9

Manado). *HOLISTIK, Journal Of Social and Culture.*

Tasti, A. (2023). Critical sociology of education: Reproduction and transformation. *Journal of Critical Education Policy Studies*, 21(1), 56–72.

Teltemann, J. (2022). Education and social order: Institutions, inequality, and control. *European Sociological Review*, 38(6), 873–889.  
<https://doi.org/10.1093/esr/jcac032>

Woenardi, T. N., Supratno, H., Mudjito, M., & Putri, I. O. R. (2022). The Concept of Education According to John Dewey and Cornelius Van Til and Its Implications in The Design of Early Childhood Character Curriculum. *IJORER: International Journal of Recent Educational Research*, 3(3), 269–287.

Wood, E. (2011). *Education: Theory and Practice*. Routledge.

Zahorodnia, L., & Seredina, I. (2022). Anthropological foundations of education in contemporary society. *Educational Anthropology Quarterly*, 18(3), 201–218.