The transformation of learning culture in the age of AI: a sociological review of education from the perspective of Pierre Bourdieu's social habitus

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ABSTRACT

The development of artificial intelligence (AI) technology has led to significant changes in students learning. The increasing use of application platforms such as ChatGPT, Gemini, and Meta AI has demonstrated a shift in learning habits, which now emphasize speed and replace the reflective and collaborative approaches that are characteristic of traditional learning. This study aims to analyze how the use of AI can create new social habits among students in Indonesia and its impact on social values, morals, and the education system. This study uses a descriptive qualitative approach with a literature review through the analysis of various relevant scientific literature, both national and international. The results show that the repeated use of AI will form a digital habitus that emphasizes efficiency and quick results but weakens students' critical and reflective thinking skills. Furthermore, unequal access to technology deepens educational stratification, while the values of academic honesty and social responsibility are beginning to shift. Therefore, education in the AI era must focus on strengthening ethical digital literacy and the formation of a reflective habitus to ensure that technological development remains aligned with humanitarian values, morality, and academic integrity.

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RESEARCH & PUBLISHING

1. INTRODUCTION

In this era of rapid technological development, humans are competing to create new innovations in the field of technology, one of which is artificial intelligence (AI). The development of AI has brought about enormous changes in various aspects of human life, including education. The emergence of AI applications such as ChatGPT, Meta AI, and Gemini has changed the way students learn, such as understanding material, accessing answers, summaries, or task solutions through AI without having to think about the answers they get.

In Indonesia, based on research conducted at SMP Negeri 8 Palangka Raya, a survey found that approximately 87.40% of students have used AI to complete their assignments (Ikhsan et al., 2025). This situation illustrates a change in learning habits from the previous use of traditional teacher-centred methods, independent thinking, and slow task completion to the current practice of seeking quick answers (Wang et al., 2024). This change has become an interesting social phenomenon to study from an educational sociology perspective, as it shows a change in learning habits that is not only due to the use of innovative technologies but also involves changes in values, such as interactions between students and the types of skills acquired at school.

From the perspective of educational sociology, changes in learning habits need to be analyzed more deeply, not only as an adjustment to technology but also as a reshaping of social structures and habits of learners. Pierre Bourdieu provides a framework for understanding changes in learning habits due to the presence of artificial intelligence. Bourdieu emphasizes that social behavior, including in the context of learning, does not depend only on individual potential but is also influenced by social structures and habits that develop from the environment. In the context of students' use of artificial intelligence, a new habit is forming, whereby students tend to seek quick answers through artificial intelligence without going through a process of deep thinking (Damayani et al., 2021).

This trend was demonstrated in a study conducted by Kurniasari et al. (2025), who found that students rely on artificial intelligence (AI) when completing academic assignments. Furthermore, a study conducted at a public junior high school in Indonesia found that excessive use of AI in academic assignments correlates negatively with students' academic independence; students who depend on ChatGPT tend to experience a decline in independent thinking (Rasthia, 2025). Furthermore, in an article by Siallagan et al. (2024), entitled The Use of Artificial Intelligence Causes a Crisis in Critical Thinking Among Students in Indonesian Education, it is stated that although AI facilitates access to information, students prefer quick solutions to in-depth analysis, which ultimately results in a decline in the development of critical and analytical thinking skills among students.

Within the framework provided by Bourdieu, repeated habits in using technology form digital habits, which are a tendency to gain ease in using technology that ultimately influences the way students think, act, and evaluate. In Indonesia, there have been many studies revealing how the combination of artificial intelligence and digital activities changes the way learning occurs. For example, Zaini et al.'s (2024) study, entitled Integration of Artificial Intelligence (AI) in Learning: Its Impact on Students' Digital Literacy and Critical Thinking, shows that artificial intelligence strengthens students' digital literacy skills in searching for information; however, the development of critical thinking skills will only progress rapidly when there is guidance from teachers who facilitate interactions related to introspection. Another study by Harahap et al. (2025), entitled The Effect of AI Use on the Critical and Creative Thinking Skills of Indonesian Language and Literature Students," revealed that although AI speeds up access to information and task completion, students have difficulty thinking critically when evaluating the information they receive. Therefore, digital literacy is an important element so that the use of AI functions not only as a shortcut that can reduce students' independence in thinking.

Considering these circumstances, the main issue raised in this research is how the application of artificial intelligence shapes new social habits among students in Indonesia, particularly in terms of focusing on speed and efficiency in obtaining answers, the extent to which these digital habits reduce critical thinking and cooperation in learning, and how these changes in habits affect moral values, social interactions, and educational stratification. The novelty of this study lies in its explicit focus on social

habitus as the sole aspect of Bourdieu's theory analyzed, unlike many previous studies that mix other aspects, such as cultural capital. The purpose of this study is to analyze the formation of new social habitus among students due to the use of AI and the accompanying social and moral implications in the context of Indonesian education.

2. RESEARCH METHOD

This study uses a qualitative approach with a library research method. This approach was chosen because it aims to analyze in depth the phenomenon of learning culture transformation in the era of artificial intelligence or AI through the perspective of Pierre Bourdieu's theory, which includes the concepts of habitus, cultural capital, and the educational arena. This method is suitable for analyzing theoretical concepts systematically and in depth through the study of various literature references without involving field data collection.

According to Muhammad and M (2024), in their study entitled "Education as Cultural Transformation and Its Implications in PAI Learning," library research is very effective in understanding social and educational phenomena from various theoretical perspectives because the data sources used are credible scientific literature. This approach allows researchers to interpret the meanings and relationships between concepts relevant to the research object, particularly in the context of cultural transformation in learning due to the development of AI technology. The data in this study were sourced from various literature, such as international scientific journals, news articles, and research articles discussing topics on the sociology of education, Pierre Bourdieu's theory, learning culture, and the influence of artificial intelligence technology on the world of education. This is also explained by Enlevi and Masruri (2023) in their article entitled "Interpersonal Skills as Cultural Capital in Facing the Transformation of Libraries Based on Social Inclusion."

The data collection method in this literature study comprised critically reviewing and interpreting relevant literature sources, while maintaining attention to the validity and relevance of the sources to the research focus. Thus, this study fully utilized primary data obtained from the results of a review of previously published literature. The data analysis process was conducted qualitatively using descriptive analysis and critical theoretical analysis techniques. Descriptive analysis was used to describe the phenomenon of changes in learning culture due to the influence of AI, as found in various literature sources, whereas critical theoretical analysis was used to relate these findings to Pierre Bourdieu's main concepts, such as habitus, cultural capital, and the arena of education. This method is in line with the study conducted by Kurniawanto (2025) in his article entitled Transformation of Islamic Education Through Habituation in Elementary Schools: A Library Research-Based Study, which explains that qualitative analysis in literature studies serves to find logical relationships between theory and social phenomena that are studied in depth through literature interpretation.

The analytical methods used in solving the problems in this study include theoretical synthesis, contextual analysis, and critical evaluation of existing literature. Theoretical synthesis is conducted by combining relevant theories to construct a conceptual framework for learning culture transformation in the AI era. Contextual analysis was conducted to interpret the changes that have occurred in teaching and learning practices, both socially and culturally, in the context of digitization and the use of artificial intelligence technology. Meanwhile, a critical evaluation of the literature is conducted to assess the extent to which Bourdieu's theory remains relevant in explaining the dynamics of learning culture in the era of modern technology. By using the various methods described above, this study is expected to contribute theoretically to the understanding of changes in the habitus and cultural capital of students in the AI era, as well as how the education sector is transforming into a new social space filled with the influence of technology and digital capital.

3. RESULTS AND DISCUSSION

3.1. The Formation of New Social Habitus in the AI Era

Several studies have shown that the application of AI in the learning process has created different patterns of habits among students, namely a digital habitus that is growing stronger. For example, In'am et al. (2023) in their study on the application of ChatGPT artificial intelligence through problem-based learning with the TARL approach reported that the use of AI can help students improve their critical thinking skills when used systematically in PBL, but the best results occur when teachers provide support and reflection after using AI. If AI is applied without reflective steps, students tend to rely on instant answers as an easy option.

By contrast, Zaini et al. (2024) in their study on the integration of artificial intelligence in learning: its impact on students ' digital literacy and critical thinking skills found that AI strengthens students' digital literacy, namely, the skills of searching for, sorting, and utilizing digital information. However, improvements in critical thinking skills will only occur if students receive guidance from teachers to evaluate information rather than simply accepting instant answers.

From a social habitus perspective, these findings indicate that the continuous use of AI will shape students' thinking towards speed and convenience. For example, the habit of obtaining answers quickly is becoming commonplace among students. Although digital literacy has begun to increase slightly, critical thinking will not automatically develop without support from the environment, such as teachers, reflective tasks, and the school culture. Thus, this newly emerging social habitus is the result of a combination of digital activities and social structures in education that promote speed as a core value.

3.2. AI as an Agent of Learning Culture Transformation

The integration of artificial intelligence in education has become an important factor in driving changes in students' learning habits. The use of artificial intelligence not only optimizes performance but also changes students' mindsets and learning habits. Research conducted by Lukman et al. (2024) reveals that the use of artificial intelligence among students at STIT Pemalang has both positive and negative impacts. On the positive side, artificial intelligence helps speed up the completion of tasks; on the negative side, it makes students dependent on technology and reduces their analytical and critical thinking skills. Students who frequently use AI to obtain answers quickly tend to neglect critical thinking and deep reflection on the material being studied. This indicates that artificial intelligence has shifted the focus of learning habits from the process to instant results, where academic success is more often judged by how quickly information is obtained rather than how deep the understanding is.

Similar research was conducted by Rante and Irvine (2023), who explored the application of artificial intelligence in the learning process in the digital age. Rante and Irvine (2023) explained that artificial intelligence has a positive impact on learning and improves data-based analytical skills; however, the use of artificial intelligence in learning also has negative impacts, including challenges faced by educators in maintaining the quality of interaction and repetitive thinking among students in the classroom. When artificial intelligence becomes the main connector, social interaction between teachers and students can decline because the learning process is more often conducted individually through digital platforms. The role of teachers, who previously served as discussion leaders and character builders, has shifted to that of technical supervisors in system-based learning. Consequently, social values such as cooperation, in-depth discussions, and awareness of the thinking process have begun to decline among students who are accustomed to fast-paced learning methods.

From the perspective of Pierre Bourdieu's social habitus, this change illustrates that the formation of structures gives rise to new trends in the educational environment, in which the repeated practice of using artificial intelligence to complete tasks creates a way of thinking that prioritizes effectiveness and speed as the main measures of success in learning. Thus, AI is not merely a tool but also acts as a cultural agent that shapes new habits among students. This digital habitus makes students more pragmatic, reliant on technology, and less inclined to refer to social interaction or reflection in understanding the material. This condition shows that the cultural transformation of learning influenced by AI is structural, because

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the changes in habits that occur are not only due to individuals but also to the education system, which has begun to make the use of AI commonplace in every learning activity.

3.3. Habitus Inequality and Access to Technology

The transformation of learning culture in the era of artificial intelligence cannot be separated from the issue of inequality in access to technology in Indonesia. In a study titled Digital Divide and Digital Literacy During the COVID-19 Pandemic (Valentia, 2023) from the University of Indonesia, it is explained that the pandemic has highlighted the digital divide among students, with those in big cities enjoying good access to devices and a stable internet connection, while students in remote areas face challenges with weak connections and inadequate equipment. Such conditions affect how students learn. Individuals with adequate access become accustomed to using AI and other online activities regularly, while students with limited access tend to only complete basic tasks and learn in a more passive manner.

In addition, research entitled Online Learning during the Pandemic in Indonesia: A Case Study on Digital Divide and Sociality among Students conducted by Hidayah (2022), found that differences in technology use and readiness among students affected their social interactions during the online learning process. Students from environments with good access to technology acknowledged that they utilized artificial intelligence and technology to help them collaborate, communicate, and expand their learning outside of class hours, while students with limited access often complained about being left behind, preventing them from fully participating in online assignments or virtual discussions.

Understanding Bourdieu's social framework helps explain how inequalities create differences in learning habits among students. Students with good access to technology, including stable Internet connections and devices, will find it easier to practice digital habits, such as frequently using artificial intelligence, searching for information quickly, or completing tasks with the help of technology. Conversely, students who lack access will rely more on traditional learning habits, continuing to use old learning techniques, and feeling 'left behind' in terms of adopting new learning habits that emphasize effectiveness and speed in achieving results.

The result of all this is a change in learning habits influenced by artificial intelligence, which further exacerbates the existing stratification within the education system. These unevenly developing digital habits are widening the gap between students who are able to adapt to technology and those who experience barriers, not only in terms of their ability to operate technology but also in terms of the expectations of the education system, regarding what is now considered 'good', 'fast', and 'productive', which are beginning to change, so that students who have more resources or capital will be more fortunate structurally.

3.4. The Impact of Digital Habitus on Social and Moral Values

In addition to inequalities in technology and economics, the emergence of new digital habits has also caused changes in social norms and ethics in the context of education. In an article entitled Information Technology Ethics in Education: A Literature Review on the Use of AI and Academic Plagiarism Issues by Khalida et al. (2025), it is explained that students tend to have a more positive view of plagiarism involving artificial intelligence than plagiarism between individuals. They seem to be more accepting when artificial intelligence is considered a 'tool' rather than a dishonest act. This shows that the principle of honesty in the academic environment is beginning to face challenges in terms of values or morals, where ethical values are not always considered a priority if speed in achieving results is prioritized.

Another study entitled, The Relationship between Digital Literacy and Students' Perceptions of Ethics in the Use of AI in an Academic Environment, conducted by Aswan (2025), revealed that although students have a high level of digital literacy and awareness of ethics, their ability to evaluate the ethical use of artificial intelligence is still relatively low. Many students know that the use of artificial intelligence without modification is considered an ethical violation; however, they do not always understand the appropriate methods for modification or the extent of changes that need to be made so that the work is still considered original.

From Pierre Bourdieu's perspective of social habitus, this change shows that habits in the use of artificial intelligence influence moral values in the field of education. The new habitus formed through digital practices not only involves ways of thinking and learning but also includes ways of assessment that are considered 'appropriate' or 'acceptable'. If the principles of honesty, critical thinking, and in-depth learning approaches are not upheld in accordance with values or norms, academic morality will decline as habits of seeking instant answers and utilizing artificial intelligence as the quickest solution become more prevalent. Several social values such as cooperation, tolerance of various views, curiosity, and responsibility in an academic context must be emphasized in designing learning and institutional policies so that this moral habitus is not replaced by norms of productivity alone.

3.5. Reorientation of Education: Strengthening Reflective Habitus

To address the various challenges arising from changes in learning culture in the age of AI, the world of education must make adjustments that reaffirm the importance of rethinking, morality, and social awareness in the learning process. Strengthening digital literacy habits, which include understanding the ethics of using artificial intelligence, the ability to think critically about information, and awareness of the moral consequences of using artificial intelligence, is an important foundation so that developing digital patterns are not only fast and practical but also ethical and analytical.

Among the various practices that can be applied are providing tasks that require deep thinking processes, such as analysis, synthesis, and reflection, rather than assignments that focus on results; collaborative learning that maintains social interaction and dialogue among learners; and the role of teachers as facilitators of thinking, who provide critical feedback and explain the consequences or impacts of using such technology.

Policies implemented at the institutional level are also necessary, such as clear guidelines on the use of AI, specific rules on plagiarism tailored to the context of artificial intelligence, and training for teachers and students on the ethical use of artificial intelligence or AI. A study entitled Ethics of AI Use in Schools: Balancing Innovation with Academic Integrity, conducted by Astuti et al. (2025), shows that technological developments must be in line with the principles of academic integrity, and that educational institutions must prepare students to not only have technical skills, but also the wisdom to use these digital tools.

The involvement of all members of the educational community, such as teachers, parents, and school administrators, is also important in building learning habits that value character and morals, in addition to speed and accuracy. In this way, a reflective social habitus can become a force that counters the dominance of habits that prioritize instant and quick solutions and keeps education as a vessel for values, rather than focusing solely on increasing productivity.

4. CONCLUSION

The study described in this article concludes that in the field of education, the use of artificial intelligence (AI) not only facilitates the learning process but also produces learners with new habits, with the emergence of mindsets and learning behaviors that desire quick or instant results. AI serves as a means of bringing about changes in learning habits, which begin to shift the value of education in critical thinking to dependence on the use of technology. This habit can be seen from the tendency of students to use AI more often in searching for answers than using their critical thinking skills, such that their critical thinking is increasingly eroded due to the frequent instant answers from AI.

However, this change in habits does not occur evenly. There are still areas with limited access to technology, which ultimately creates imbalances among students and affects their learning habits. Students with good access to technology have greater digital capital, such as good internet access, and literacy using technology makes it easier for them to adapt quickly. Meanwhile, students who have difficulty accessing technology are more likely to fall behind in an education system that relies heavily on AI. This is another example of how social stratification in education will increase over time.

Furthermore, the emergence of digital habits has an impact on students' social and moral values. Students seem to normalize the uncontrolled use of AI, causing changes in academic values, such as a lack

of attention to ethics and honesty in science. This is because most students focus only on quick results rather than integrity and the learning process through deep thinking.

From these challenges, we can conclude that education in the AI-driven era needs guidance and reinforcement to encourage students to always practice introspection by teaching them how to balance technological advances with moral, social, and spiritual values. This can also be achieved through ethical digital literacy, the role of teachers as facilitators of introspection, and stricter rules or policies in educational institutions. These are important factors in ensuring that technological transformation remains in line with human values. It is hoped that with the development of AI, we can create a generation that is intelligent in the use of digital technology, but also has character, is able to think critically, and has high integrity.

Ethical Approval

Not applicable.

Informed Consent Statement

Not applicable.

Authors' Contributions

NI contributed to the conceptualization, methodology, analysis, and writing of this study. She also served as corresponding author. NK served as the academic supervisor who provided scholarly guidance and review during the writing process.

Disclosure statement

The authors declare that they have no conflict of interest.

Data Availability Statement

All data supporting this study are obtained from publicly accessible sources cited in the manuscript. Some references do not contain DOI links because they were retrieved from open-access journal platforms.

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