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REVIEWING THE EMPOWERMENT OF INDONESIAN YOUNG FARMERS: LITERATURE REVIEW OF THE MEANING AND CONTRIBUTION OF EDUCATION FOR MILLENNIAL FARMERS

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ABSTRACT

This article describes how previous studies have tried to show the condition of the young generation of millennial farmers in several regions in Indonesia in interpreting the importance of education for their survival. In the midst of the threat of a decline in the young generation who want to continue in the world of agriculture and the gap in formal education levels that farmers in Indonesia have, this article wants to examine how education, both formal and non-formal, is interpreted differently by farming families and contributes to the decision of the younger generation to continue farming or continue school. This study uses a literature review method supported by a descriptive approach. The literature study in this study refers to academic manuscripts in the form of scientific journal articles from 2018-2024 related to the education and activities of millennial farmers on the island of Java. The meaning of education expressed in previous studies shows that education is an access to capacity development and an arena of meaning which can be in the form of an economic burden as well as a means of mobility and social legitimacy. The importance of this is shown by looking at how this meaning also determines the contribution of the younger generation to the sustainability of the agricultural sector in each region.

Key Words: *The Meaning of Education, Young Generation, Indonesian Agriculture*

ABSTRAK

Artikel ini menguraikan bagaimana penelitian-penelitian sebelumnya telah berupaya menggambarkan kondisi generasi muda petani milenial di beberapa wilayah di Indonesia dalam memaknai pentingnya pendidikan bagi kelangsungan hidup mereka. Di tengah ancaman berkurangnya generasi muda yang ingin melanjutkan karier di dunia pertanian serta kesenjangan tingkat pendidikan formal yang dimiliki petani di Indonesia, artikel ini ingin mengkaji bagaimana pendidikan, baik formal maupun nonformal, ditafsirkan secara berbeda oleh keluarga petani dan berkontribusi terhadap keputusan generasi muda untuk melanjutkan bertani atau melanjutkan sekolah. Penelitian ini menggunakan metode tinjauan pustaka yang didukung dengan pendekatan deskriptif. Tinjauan pustaka dalam penelitian ini merujuk pada naskah akademis berupa artikel jurnal ilmiah dari tahun 2018–2024 yang berkaitan dengan pendidikan dan aktivitas petani milenial di Pulau Jawa. Makna pendidikan yang diungkap-

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kan dalam penelitian-penelitian sebelumnya menunjukkan bahwa pendidikan merupakan akses menuju pengembangan kapasitas dan arena pembentukan makna yang dapat berupa beban ekonomi sekaligus sarana mobilitas dan legitimasi sosial. Pentingnya hal ini terlihat dari bagaimana makna tersebut juga menentukan kontribusi generasi muda terhadap keberlanjutan sektor pertanian di setiap daerah.

Kata Kunci: *Makna Pendidikan, Generasi Muda, Pertanian Indonesia*

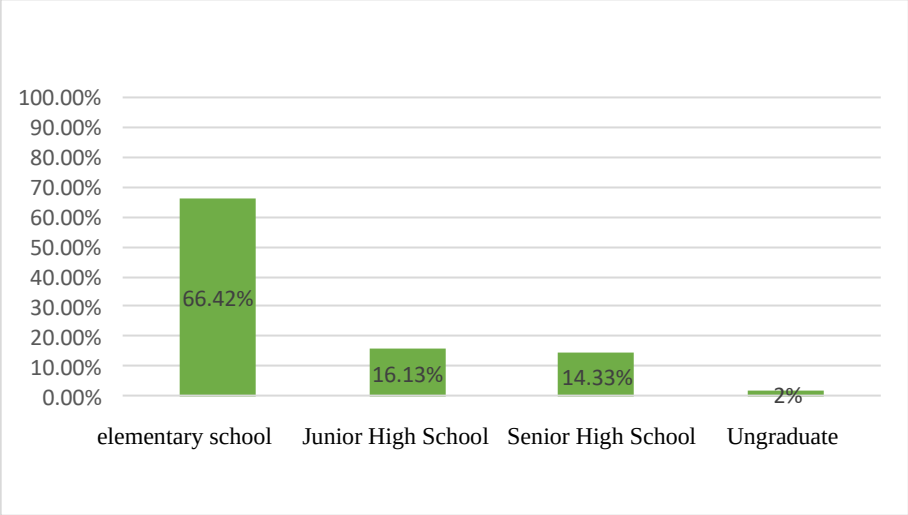
INTRODUCTION

The sustainability of the agricultural world in Indonesia must be a very serious concern because of the decline in the number of young generations in it. Data released by the Central Statistic Agency (2021) explains that the decline in the number of young farmers has occurred in the last 10 years, where in 2011 there were around 29.18% of youth working in the agricultural sector, but in 2021 the number of farmers experienced a significant decrease of 19.18%. Meanwhile, the number of youth working in the service sector has increased in the last 10 years from the number recorded at 45.93% in 2011, then the number has increased by 55.8% in the following 10 years (BPS 2022). This shows that there is a shift in job selection in the Indonesian generation, and the world of agriculture is not one of the sectors that is threatened to be left behind in the coming masses.

Data from the Ministry of Agriculture (2020) referring to the National Statistics Agency shows that the highest level of productive age of farmers is dominated by the age of 40-64 years old, recorded in the range of 70%, while the rest of Indonesian youth and the next generation prefer to work in other fields that provide more benefits and high welfare guarantees as the author explained at the beginning. When viewed from the perspective of education issues, people who work as farmers who do not go to school to those who attend school up to the elementary level reach 66.42%, followed by graduates from junior high school/equivalent at 16.13%, and followed by high school graduates/equivalent at 14.33%, and the rest are farmers who study up to college or have a bachelor's degree

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Table 1. Percentage of education classification of Indonesian farmer



Source: Indonesian Central Statistics Agency

The above figure is a clear picture that the higher a person's level of education in Indonesia, the less interest in farming or choosing to work in the agricultural sector. The efforts that the government has made so far to anticipate the decline in the quality of human resources in the agricultural sector are by conducting many counseling programs related to the modernization of equipment and production efficiency through related agencies in each region to farmer groups in the village, but this has not been a concrete solution to answer the challenges of farmers' existence in the future. This problem is not only related to the ability of superior and competent human resources in their fields, but also the goal to regenerate human resources in the agricultural sector as a strengthening and guarantee for the safety of agro-industrial needs in Indonesia for the next few years. The main factor that underlies the low percentage of farmers in higher education levels is directly correlated with the rationalization of the income they get when working in this field. The welfare of farmers in Indonesia is still arguably very far from the word decent, the *image* of poverty and marginalized people is also still very attached to this work. This is shown by data that the average amount of income earned by farmers in Indonesia is only Rp. 743,399,/month (Sakernas 2017).

In fact, according to the central statistics agency in 2018, as many as 87% of rural people in Indonesia are groups that depend on agriculture or work as farmers

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for their livelihoods. If we accumulate a low number of income figures from the many people who depend on their livelihoods to be farmers, it is not surprising that the job sector is still seen as a field of work that is less in demand by the next generation because there is no guarantee that the income they get can meet the needs of life. This is a logical reason for the relevance between the level of education obtained by the Indonesian people and the willingness to work as farmers which shows such sharp inequality and social distance.

This problem has become an anomaly when the government has also built and made various policies to encourage the young generation to pursue higher education massively in recent years. The New Order era has started a human resource development project in the field of education with a very high success rate. On May 2, 1994, the issuance of Presidential Instruction (Instruksi Presiden/Inpres) Number 1, which requires Indonesian people who are in the range of productive age to study to take compulsory education for 9 years in the sense of completing compulsory school until junior high school (SMP) or equivalent, the success of the program can be seen through the achievement of the participation rate of the Indonesian people at the productive age of learning which reached 95 percent in 2008 (Abrar 2012). The motive of the government at that time to make a policy of compulsory 9 years of education was not solely to free the Indonesian people from the shackles of ignorance that considered education low or trivial, but the Indonesian government discussed work readiness for the community to face the era of globalization which in this case was reflected through *the Asean Free Trade Area* (AFTA) in 2003 and *the Asia Pacific Economic Cooperation* (APEC) in 2010.

The concept of development carried out by the government to the world of agriculture so far is considered to be still unable to touch the fundamental aspects that exist in rural communities or farming communities. In fact, agriculture in Indonesia has been in the spotlight of many parties in recent years because of the many problems related to the sector. Starting from the scarcity of staples or agricultural commodities themselves, agrarian conflicts that disrupt some farmers production in several regions in Indonesia, and the decline of the young generation who are willing to continue working as farmers in recent time. This is evidenced by

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the fact that there are still many government programs in the agricultural sector that have not been successful in showing a significant positive impact (Mahdi 2022, KPA 2025). The condition of farmers who still complain about the scarcity of fertilizers for production, then there are still many agricultural technologies that are not evenly distributed to be distributed, and the threat of scarcity of staples produced by agricultural commodities are still often a common problem in Indonesia.

Several previous studies and research that describe the role of the younger generation in the world of agriculture which is also the main communicator of local farmer empowerment are the main focus of this article amid a lot of data that shows a decline in the number of young people working in the sector. Because the empowerment and development of a society that only depends on the state or government without optimizing and supporting the potential of human resources who have knowledge and competence in it will slow down the development itself.

DISCUSSION

Previous research that reveals or identifies the relationship between the young generation of agriculture and its meaning to the pentying of practical education has not been too much, practically the author has only found 7 journal articles that really focus on the relationship between education and the central role of the young generation in the world of agriculture as the largest agricultural commodity producing region for the state of Indonesia (Rozci and Roidah 2023). The findings of the study will be described in the table of paragraphs below.

a) *"Low interest in education in the cassava farming community in Sapaya village, Bungaya district, Gowa district"* (Muslimin and Syukur 2020) revealed that some farming communities in Indonesia do not have interest in pursuing higher education, in fact, many farmer children drop out of school and decide to prefer to help their parents work as farmers. There is a sense of pessimism that is always the initial encouragement not to continue to a higher level of education, pessimism here contains two meanings, namely pessimism about the ability to pay for education, and the second is pessimism about the job security obtained. So the option

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chosen by some of the farming communities is to prioritize becoming pure farmers by helping their parents and ignoring their own education.

b) This is inversely proportional to another study conducted by *"Farmer Family Strategies in Continuing Children's Education to Higher Education I Pebaloran Village, Curio District, Enrekang Regency"* (Anshar and Syukur 2018) which reveals that there are different phenomena, there are several farming communities in Indonesia that prioritize the world of education for the next generation, various kinds of side jobs to be taken to meet the needs of costs that is needed in pursuing the expected education. The main motivation that encourages farming communities to support sustainable education for their children up to the university level is to assume that the social position and status they will get is much better than those who do not have enough education.

c) "*Factors Affecting the Capacity of Millennial Farmers in Chile Farming Community in Garut Regency*" (Effendy, Rusmono, and Surialaga 2021). This research aims to find out what and how the factors and processes of a farmer in the millennial generation are able to survive and can develop their abilities as a farmer who grows various vegetables and chili peppers in Garut, West Java. In this study, there are 120 research subjects that were studied, based on the results of the analysis, it can be concluded that there is teaching and education obtained from other parties or external factors are very important driving factors in providing increased ability and capacity in farming for local residents, especially for farmers in the millennial generation.

d) *"The Birth of Millennial Farmers and Their Role in Agrotourism Development in Gunungkidul Regency"* (Septeri 2023). Meanwhile, in this study, the results show how the involvement and interest of millennial farmers can affect what the development of agro-tourism in the Gunung Kidul area looks like. So far, agriculture has been considered a traditional job, then it will undergo changes with a new concept, namely the concept of tourism. Of course, by maintaining the value of agriculture itself

without eliminating the old concept. The role of millennial farmers has a very important impact on the development of agricultural innovation in the region.

e) "*Factors Affecting the Capacity of Millennial Farmers to Maintain Business Existence in the Agricultural Sector, East Java Indonesian*" (Romadi, Warnaen, and Nurlaili 2023) this study produces an identification of what factors can influence the increase in capacity owned by millennial farmers in East Java Province and also other factors that can influence the existence of the business sector agriculture. This study shows that farmers in the millennial generation have progressiveness that is included in the high category to develop agricultural businesses, by participating in training certification for product improvisation held by related parties. Another factor that can influence the increase in capacity to become a farmer is the socio-cultural aspect, in addition to the aspect of natural potential in the surrounding environment.

f) "*The Millennial Farmers' Interest in Succeeding the Family Agriculture for Hydroponic Application in Garut District, West Java Indonesia*" (Effendy, Widyaastuti, and Lastri 2022) This study aims to analyze the potential interest of millennial farmers to carry out hydroponics-based family farming originating in the Garut area, West Java Province. This study shows that the first factor can have a high influence on the interest that the millennial generation has in farming as seen from the education pursued, then the training or counseling carried out by related institutions for empowerment through new things in agriculture, as well as the encouragement given by parents also affect the interest in farming in the millennial generation.

g) "*Driving Factors of the Rapid Development of Millennial Farmers in Malang Raya*" (Ardyanti, Purnomo, and Kustanti 2024). This research shows that the factors that are able to provide encouragement to the massive development of the ability of millennial farmers in Malang City, East Java Province. The results of the study show that the potential of

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existing natural resources, motivation, and experimenting with something new can be other factors that influence the millennial generation to farm.

When the findings are reread through an educational lens, there are two classifications of meaning for formal and non-formal education. There are 5 studies with a consistent appearance, where what has been referred to as training or counseling is basically a form of non-formal education that replaces the position of formal education that has been abandoned by some young farmers. Effendy et al. (2021) and Romadi et al. (2023) show that teaching from external parties is an alternative learning path for millennial farmers who mostly do not pursue higher education, while Effendy et al. (2022) show that formal education and parental encouragement remain factors that mutually strengthen the interest of the younger generation in farming. However, in the context of formal education, the research findings of Muslimin & Syukur (2020) and Anshar & Syukur (2018) above have opposite conditions. This shows that the decision to continue school or choose the farming path is not due to economic choice alone, but it must also be seen as the inheritance of different values and meanings of education between farming families which at the same time affects the view of young farmers themselves on the importance of formal education.

Table 2. *Summary of Research Findings*

No	**Research**	**Research Focus**	**Key Findings**	**Positioning of the Young Generation**
1	Muslimin & Syukur (2020)	Interest in the education of cassava farmers in Sapaya village, Gowa regency	Not having an interest in pursuing higher education, even more precisely many farm children dropped out of school and	The younger generation who do not have an interest in education because of the meaning of the environment and family conditions

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			decided to prefer to help their parents work as farmers	
2	Anshar & Syukur (2018)	Education of Farmers' Children to Higher Education in Enrekang Regency	Highly prioritizes the world of education for the next generation, various kinds of side jobs to be taken to meet the cost of formal education	Showing family support for formal education for farmer children
3	Effendy et al. (2021)	Capacity of Garut millennial farmers	Experience, training, and external support increase the capacity of millennial farmers.	Showing the importance of external actors in shaping the ability of the younger generation as development agents.
4	Septeri (2023)	Millennial Farmers	Young farmers have succeeded in developing agriculture into agro-tourism.	Proving that the young generation is able to innovate development based on local potential.
5	Romadi et al. (2023)	The business existence of millennial	Training, certification, culture, and	The younger generation plays a role as innovators

		farmers in East Java	environment increase the capacity of agricultural businesses.	and drivers of agroindustry.
6	Effendy et al. (2022)	Interest of hydroponic farmers	Education, counseling, and family support increase interest in farming.	Showing technological innovation is an attraction for farmers' regeneration.
7	Ardyanti et al. (2024)	Development of millennial farmers in Malang Raya	Motivation, natural resources, and innovation encourage the development of young farmers.	Explain the importance of creativity and technology in agricultural development.

Source: Processed Researcher

Although each study has a different regional context, approach, and focus of the study, the overall one provides an overview of the condition of the young generation's positioning of their nutrition for education in the agricultural sector. The presentation in the form of a table can be used as a reference to facilitate the identification of consistent patterns of findings and differences in emphasis between studies. Through this synthesis, it can be seen that various previous studies generally place the younger generation as a resource that experiences different conditioning about education.

Synthesis of Research Results: The Meaning of Education in the Life of Millennial Farmers

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Quantitative data reinforce the urgency of this issue, the 2023 Agricultural Census recorded that the number of Indonesian farmers had declined to 29.3 million, with millennial farmers aged 19-39 years accounting for only 6.18 million people, or 21.93 percent of the total farmer population (BPS, 2023). Meanwhile, education-level data from the farming community in Gunungkidul show that as many as 66.42 percent of agricultural workers there have not completed elementary school, while only 14.33 percent finished senior high school or its equivalent (Septeri 2023). These figures indicate that low formal education attainment continues to characterize the farming population, which strengthens the argument that the meaning young people attach to education, rather than the availability of agricultural programs alone, plays a central role in shaping their decision to remain in or leave the agricultural sector.

A farmer's child's decision to continue school or quit and help his parents farm, as shown by Muslimin & Syukur (2020) and Anshar & Syukur (2018), cannot be separated from the socio-economic position of the family in which young farmers were raised. Formal education for peasant families is an arena of meaning where some families interpret it as a burden of costs that are not proportional to job security, while others interpret it as a way of mobility and legitimacy of social status. This different meaning also explains why the government's efforts to build the world of agriculture through extension programs often do not touch the root of the problem of farmer regeneration, because the problem is not only the availability of programs, but also how education is interpreted and inherited in the farmer family itself. Because the capacity and quantity of the government cannot reach all agricultural areas in Indonesia evenly and simultaneously, and usually optimize the government up to the village level to innovate and develop the local social environment in reaching the local community (Dhue and Tokan 2021).

However, if by referring to the other 5 research articles above, Non-Fiormal education can be used as an alternative for the social development of the farming community to increase the capacity of the subject in the profession.

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If the government can collaborate and target the potentials of young people in each agricultural area, the results show an increase in resource capacity and an increase in the number of agricultural production. For example, research conducted by Effendy et al in 2021 in West Java and research conducted by Romadi et al in East Java in 2023 shows that the capacity and progressiveness possessed by millennials in entering the world of agriculture through intense exposure to counseling and non-formal education from the government and other external parties. However, in 3 other studies, it was revealed that another encouragement that made the younger generation involved and engaged in the world of agriculture was due to parents and social support, as well as natural resource areas that support business development and improv in the agricultural sector

The young generation in the 5 research results described by the previous author have several advantages to be able to absorb and follow the concept of empowerment desired by the state so quickly and effectively. In contrast to elderly farmers who carry out production methods with old concepts and there is a tendency to find it difficult to adopt new innovations that develop in this era. This emphasizes the importance of the presence of young people as the foundation for the sustainability and development of the agricultural world in Indonesia. In line with this, as emphasized by Ardyanti et al., in their research it is shown that the presence of millennials in the world of agriculture also has a direct impact on the improvisation of farming methods by maximizing modern agricultural technology and other instruments needed to support farmers' results and efficiency.

In addition, if the government has been having difficulty in inviting and stimulating young people to want to enter and work in the agricultural sector because the image and stereotype of being a farmer has been related to something dirty and destitute, research from Effendy et al in 2022 can be an important reference to see how young people's interest in entering the world of agriculture is not only due to parental encouragement but also because of agricultural innovations in the form of hydroponics to attract young people to

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more modern agricultural jobs. This phenomenon is interesting to read together with two other research findings from Muslimin & Syukur (2020) and Anshar & Syukur (2018). Formal education and the modern image of agriculture both play a role in changing young people's understanding of the farming profession, from something synonymous with underdevelopment to a life choice equivalent to higher education. The synthesis analysis of the five previous studies will be described in the table as follows

Table 3. *Analysis of Synthesis of Previous Research*

Analysis Aspect	**Synthesis of Results**
Internal Factors	Motivation, education, experience, courage to innovate, and entrepreneurial orientation are the dominant factors.
External Factors	Counseling, government, family, community, and social environment support strengthen the capacity of young farmers.
Role Forms of the Young Generation	As a technology innovator, agroindustry developer, agrotourism driver, and development communicator.
Impact on Agriculture	Increasing farmer capacity, productivity, business diversification, and adoption of modern technology.
Educational Implications	Education (formal and non-formal/counseling) is an arena of double meaning. namely as a burden on the family's economy as well as a means of mobility and social legitimacy for the younger generation of farmers.

Source: Processed Researcher

The agricultural extension and training program launched by the government will be more effective if it is positioned through the transfer of

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technical skills and at the same time as an alternative form of education that fills the space that has been left by formal education in farmer families. If young people interpret their involvement in agriculture as a learning process equivalent to formal education, not as an escape from school, then the stigma that farming is an option for those who fail to get educated has the potential to shift, because internal family support has an influence on the empowerment and regeneration of farmers (Brandth and Overrein 2013). In addition, the government and educational institutions need to see farmer families as a social space with their own educational meaning, not just the target of uniform programs in each village. Although some of these studies have exposed the role of the younger generation in developing the world of agriculture, in concrete terms, education policy and agricultural extension are still treated as two separate domains. The government, which has been the main intellectual actor in the development of village communities, often still places the community or the local young generation of agriculture as an object that is implicitly targeted by a program, without considering how the farmer's own family interprets education for their children. In fact, the conditions and socio-cultural capital owned by each region have the potential to be developed optimally if education and agricultural policies are designed contextually, departing from the meaning of education that lives in the farming community itself (Arifin 2023).

***Research Gap*: The Meaning of Education in Millennial Farmers**

The development of agriculture-based rural communities in Indonesia must begin to rely on how education, both formal and non-formal, is interpreted and lived by the farming family itself, by maximizing the potential of young people who are highly adaptive to the times. Young people who succeed in developing agricultural innovations in their villages are actually those who go through their own learning process, either through formal education, counseling, or direct experience, which then has a positive impact on the development of the agricultural world. This is evidenced by research conducted by Romadi et al in East Java in 2023 where the world of agriculture in the hands of young people is not only struggling in the field of production

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but also developing their income through the agro-industrial business sector thanks to the learning and certification they take. In addition, Septeri's research in 2023 in the Gunung Kidul area of Jogja showed that young people in the area were able to reinterpret their education and knowledge to develop the agricultural sector towards agro-tourism.

The conditions experienced by the younger generation of farmers for their nutrition to education are something important to be studied in the farming community to develop their economic income by looking at other income gaps besides planting and selling to middlemen. In addition to reinterpreting their education and knowledge to develop agricultural sector income towards business and tourism, young people who want to become farmers also have a great influence on the diversification of crop varieties that are more profitable for farmers in terms of minimal production costs, the use of more modern and efficient technology, and more profitable sales such as the results of research on young people conducted by Ardianti et al in the Malang area in 2024. This is important because the common problems faced by farmers in Indonesia so far are related to high production costs which include expensive and difficult to get fertilizers, expensive seedlings, and sales that are often not in accordance with and proportional to the production costs incurred.

Therefore, in the development of agriculture in rural communities, the government should be more *concerned* about making regulations that can prosper the education of the farming community, as well as creating a climate in the agricultural world that is more respected by young people through the policies produced, in order to have a positive effect to produce progressive young people to build agriculture in the village in a humane and effective manner. Because if the empowerment model is still dependent on the government through the agency alone, there are often several obstacles faced such as, problems in designing projects and development directions that clash with the perception and capacity intended by the beneficiaries, problems mobilizing rural communities to carry out concrete actions and ensuring the flow of information among all parties related to development initiatives are

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often stuck. Then the problem of increasing the reach and impact of rural training programs that are often ineffective due to the constraints of distance and domicile between communicators and targets (Lie 2015). The involvement of the young generation in the local agricultural community is very important to drive agricultural development in accordance with the potential and local wisdom in each region, so this study formulates gap research which will be presented in the form of the following table:

Table 4. *Research Gap Literature Review*

Research	**Focus**	**Research Disadvantages**
Effendy et al. (2021)	Capacity of millennial farmers	It has not been discussed how educational background and experience shape the capacity of young farmers.
Effendy et al. (2022)	Interest in hydroponic farming	Focusing on individual interests, it has not seen the role of formal education in shaping those interests.
Romadi et al. (2023)	Business capacity	It emphasizes more on the economic aspect of business than the role of education and certification as capital for young farmers.
Septeri (2023)	Agrotourism	It is limited to one region and has not linked agro-tourism innovation with the educational background of the perpetrators.
Ardyanti et al. (2024)	Developmental factors	It has not been explained how young farmers become agents of social change in their communities.

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Source: Processed Researcher

Previous studies or research have not integrated empirical findings on the capacity of young farmers with a socio-anthropological perspective of education. In fact, education for farming families is not only related to the imparting of knowledge or technical skills, the process is also concerned with the system of meaning and inheritance of values in the community through the presence of individuals who are able to bridge new knowledge with the needs of the local community (Quebral 2006). In this context, the younger generation has characteristics that support this function, such as the ability to access digital information, adaptation to technology, wider social networks, and the ability to build collaboration with various stakeholders. However, previous studies have not explicitly explained how these characteristics, which are mostly formed through formal and non-formal education pathways, shape young farmers' understanding of education itself as part of their identity and sustainability as farmers.

The vastness of the agricultural world in Indonesia is in line with the urgency of the needs of the commodities produced, but the looming threat of the loss of the young generation in continuing the sector is a common challenge. Therefore, *branding* for the sector must be really targeted for the younger generation so that they have the desire to enter the world but with the guarantee of fulfilling the needs of a decent life which in this case is part of the relevant government. From these studies, it is also shown that there is a main point that it is important to see how farming families interpret education for their children, because in the current era of digitalization and information, the access to knowledge of the younger generation is no longer limited to formal schooling, so the meaning of education and the farming profession needs to be understood more contextually and is no longer seen as two conflicting options.

CONCLUSION

The meaning of education is very important to understand in an effort to regenerate farmers in Indonesia. How farmer families interpret education for their children as an urgency of national problems where the agricultural sector as the basis and support of the country's food security, has not been paid much attention so far. Therefore, the literature review based on previous studies in this article wants to strengthen the hope that education, both formal and non-formal, has a major role in shaping the capacity and identity of young people as a driver of agricultural progress in Indonesia, in addition to the factors of the advancement of available tools or technology. Millennials or young people involved in the world of agriculture as expressed in previous studies show that the different meanings of education in farmer families are very important to understand for the sustainability of agriculture in each region. The importance of this is shown by looking at the contribution made by the young generation to the local agricultural world such as the development towards agroindustry, agro-tourism, as well as the adoption of new technologies and applications in the production process of farmers, all of which cannot be separated from the educational capital they have. It is hoped that in the future many other studies will reveal how education is interpreted and inherited in farmer families so that no more young people feel that they have to choose between going to school or becoming farmers.

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