



Portrait of Community Life in the Novel *Laskar Pelangi* and *Anne of Green Gables*

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ABSTRACT

This study aims to describe the depiction of community life through socio-economic and educational dimensions in two novels, namely *Laskar Pelangi* by Andrea Hirata and *Anne of Green Gables* by L. M. Montgomery, using the theoretical framework of Alan Swingewood's sociology of literature. The approach applied is descriptive qualitative. The main data sources come from the first edition of the novel *Laskar Pelangi* published in 2005 and the first edition of the novel *Anne of Green Gables* published in 1908. The research data includes fragments of words, phrases, sentences, and dialogues that represent community life, including aspects of education, economy, social, culture, and the relationship patterns between characters in both works. Data collection was carried out through literature studies, while data analysis went through a series of stages, namely in-depth reading, data verification according to the research focus, application of Alan Swingewood's sociology of literature theory, description of the analysis results, data interpretation, and conclusion. The results of the study reveal that the novel *Laskar Pelangi* represents the life of the Belitung community who are entangled in poverty, colored by social inequality, and face limited educational facilities and infrastructure. In contrast, the novel *Anne of Green Gables* depicts the simple yet relatively stable socio-economic life of the Avonlea community, with a much more conducive educational environment. The similarities between the two novels lie in the position of education as an instrument of social change and the formation of the characters' characters, while the differences are evident in the socio-economic conditions of each community, which directly influence their access to and the educational process they undergo. This research confirms that literary works can function as authentic reflections of the social realities of society in the eras that form their backgrounds.

Keywords : portrait, community life, novel

Potret Kehidupan Komunitas dalam Novel *Laskar Pelangi* dan *Anne of the Green Gables*

ABSTRAK

Penelitian ini bertujuan untuk memaparkan gambaran kehidupan masyarakat melalui dimensi sosial-ekonomi dan pendidikan dalam dua novel, yakni *Laskar Pelangi* karya Andrea Hirata dan *Anne of Green Gables* karya L. M. Montgomery, dengan menggunakan kerangka teori sosiologi sastra Alan Swingewood. Pendekatan yang diterapkan adalah deskriptif kualitatif. Sumber data utama berasal dari novel *Laskar Pelangi* edisi pertama yang diterbitkan pada tahun 2005 dan novel *Anne of Green Gables* edisi pertama yang terbit pada tahun 1908. Data penelitian mencakup penggalan kata, frasa, kalimat, dan dialog yang merepresentasikan kehidupan masyarakat, meliputi aspek pendidikan, ekonomi, sosial, budaya, serta pola relasi antartokoh dalam kedua karya tersebut. Pengumpulan data dilakukan melalui studi kepustakaan, sedangkan analisis data menempuh serangkaian tahapan, yaitu pembacaan secara mendalam, verifikasi data sesuai fokus penelitian, penerapan teori sosiologi sastra Alan Swingewood, pendeskripsian hasil analisis, interpretasi data, hingga penyimpulan. Hasil penelitian mengungkapkan bahwa novel *Laskar Pelangi* merepresentasikan kehidupan masyarakat Belitung yang terilit kemiskinan, diwarnai ketimpangan sosial, serta menghadapi keterbatasan sarana dan prasarana pendidikan. Sebaliknya, novel *Anne of Green Gables* menggambarkan kehidupan masyarakat Avonlea yang berlangsung secara sederhana namun relatif stabil dari sisi sosial-ekonomi, dengan lingkungan pendidikan yang jauh lebih kondusif. Titik persamaan kedua novel terletak pada posisi pendidikan sebagai instrumen perubahan sosial sekaligus pembentuk karakter para tokoh, sementara perbedaannya tampak pada kondisi sosial-ekonomi masing-masing masyarakat yang secara langsung memengaruhi akses maupun proses pendidikan yang mereka jalani. Penelitian ini menegaskan bahwa karya sastra dapat berfungsi sebagai cerminan otentik realitas sosial masyarakat pada era yang melatarbelakanginya.

Kata kunci: potret, kehidupan masyarakat, novel

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INTRODUCTION

A novel is a form of literature that has the ability to depict various problems in human life through a series of stories, characters, conflicts, and social settings created by the author. Nurgiyantoro (2015:4) states that a novel is a work of fiction that offers an imaginary world constructed through various elements that reflect real life. In a novel, an author does not simply present a story for entertainment but also highlights the realities of community life, encompassing various aspects, such as social, economic, educational, cultural, and environmental conditions in which people live.

Socioeconomic life and education are crucial components of community life because they influence a person's quality of life, well-being, and opportunities to achieve a better life. A community's economic condition often determines a person's ability to meet their daily needs, including obtaining a proper education. Conversely, education plays a crucial role in improving the quality of human life and is one way to improve socioeconomic conditions in society. Therefore, socioeconomic and educational issues are often themes raised in novels because they are closely related to human life.

Socioeconomic life in a society can be seen through the state of well-being, employment, social relationships, and the community's ability to meet their living needs. Communities with low economic conditions typically experience various limitations in daily life, such as difficulty obtaining education, a lack of living facilities, and limited opportunities for development. These conditions can impact social relationships and the way individuals live their lives. On the other hand, education is a crucial factor in shaping a person's mindset, character, and future. Education serves not only as a means of acquiring knowledge but also as a means of improving the quality of life and developing a better social role. Therefore, socioeconomic life and education are interconnected in society because both influence the de-

velopment of individuals and their social environment.

Socioeconomic and educational issues are often represented in literary works through depictions of the lives of characters and the social environment within the stories. Authors typically present various social realities based on their experiences, observations, and the social conditions of their time. According to Damono (1978:1), literature is a social institution that involves language as a medium and is closely related to social life. In literary works, readers can understand various human life issues, such as poverty, life struggles, family relationships, social inequality, and the importance of education in society. Thus, literary works can be seen as reflections of social life because they contain depictions of social realities that are close to real life. The relationship between literary works and social life can be examined using the theory of literary sociology.

The sociology of literature is a study aimed at understanding the deeper relationship between literary works and social life. This approach views literary works as the result of interactions between the author and the social environment in which they emerge. One figure who put forward the theory of the sociology of literature is Alan Swingewood. According to Swingewood (in Damono, 1978:2), literary works are a reflection of society because they depict the social, cultural, economic, and social conditions of human life at a particular time. Through a sociology of literature approach, literary works can be analyzed based on how the author depicts social life and the various social issues within it. Thus, a sociology of literature approach can be used to understand the representation of socioeconomic and educational life in literary works.

In addition to using a sociology of literature approach, this research also relates to comparative literature studies because it compares two novels from different countries and cultural backgrounds. Figures belonging to the French School of comparative literature include Joseph Texte,



Fernand Baldensperger, Paul van Tieghem, Jean-Marie Carré, and M.F. Guyard. According to René Wellek and Austin Warren in *Theory of Literature*, comparative literature is a study that examines the relationship between literary works in the context of history, culture, and international influences (Wellek & Warren, 1949: 40). Based on this opinion, comparative literature studies in this study are used to compare the portrait of community life, especially the social, economic, and educational aspects in the novel *Laskar Pelangi* by Andrea Hirata and *Anne of Green Gables* by L. M. Montgomery in order to find similarities and differences in the representation of community life in the two literary works. The novel *Laskar Pelangi* written by Andrea Hirata is one of the literary works that depicts the social conditions of society in Belitung, including economic limitations and the lack of available educational facilities. The novel tells the story of the struggle of children to obtain education amidst economic limitations and simple social conditions of the community. The characters in the novel *Laskar Pelangi* are depicted as having a high enthusiasm for learning despite facing various difficulties in their lives. The social life of society, economic inequality, family relationships, and the struggle to obtain education are the main depictions of the novel being studied. The novel was created to show that education has an important role in changing a person's life for the better.

Furthermore, L.M. Montgomery's novel, *Anne of Green Gables*, depicts social life through the life journeys of its characters. This novel tells the story of Anne Shirley, an orphan who lives with her adoptive family in the village of Avonlea, Canada. The novel depicts rural life with close social ties, a good educational environment, and strong moral values. Education is a crucial aspect in Anne Shirley's character development. Furthermore, the novel also shows how family and community environments influence the character formation and social lives of the characters in the story.

Both novels depict socioeconomic and educational life in society, but they have different social and cultural backgrounds. *Laskar Pelangi* depicts the lives of Indonesians with limited economic conditions and minimal educational facilities, while *Anne of Green Gables* depicts the lives of Canadians with more stable social conditions and a better educational environment. Despite their differences in cultural backgrounds and social conditions, both novels demonstrate the importance of education, the spirit of learning, social relationships, and the struggles of life in human life. The similarities and differences in socioeconomic and educational life in both novels are interesting to examine using Alan Swingewood's sociological approach to literature. Based on this description, this research focuses on the portrayal of social life from an economic and educational perspective in Andrea Hirata's *Laskar Pelangi* and L.M. Montgomery's *Anne of Green Gables*. This study attempts to examine how socioeconomic life is presented in both works, while also examining the depiction of socio-educational life reflected through the characters, the social setting, and the social conditions constructed within the storylines. Furthermore, this study also aims to compare the similarities and differences in the portrayal of social life in the two novels through the study of Alan Swingewood's literary sociology.

METHOD

This study employs a qualitative descriptive method aimed at describing the portrayal of social life as depicted in the novels *Laskar Pelangi* by Andrea Hirata and *Annie of Green Gables* by L. M. Montgomery, using Alan Swingewood's literary sociology theoretical framework as the basis for the analysis. The primary data sources in this study come from two novels: *Laskar Pelangi* by Andrea Hirata, first published in 2005 with a length of 529 pages, and *Annie of Green Gables* by L. M. Montgomery, first published in 1908 with a length of 320 pages.

The research data collected consisted of fragments of words, phrases, sentences, and dialogue that represent the lives of the people in the stories, encompassing educational, economic, social, and cultural dimensions, as well as the relationship patterns between the characters in both novels. Data collection was conducted through reading and note-taking techniques, namely by carefully reading both novels and noting sections relevant to the research focus.

The data analysis process was carried out through a series of systematic stages, including intensive reading of both novels, data verification based on the established study focus, application of Alan Swingewood's sociology of literature theory as an analytical tool, detailed description of the analysis results, in-depth data interpretation, and drawing conclusions regarding the portraits of social life reflected in both literary works.

RESULTS

This study examines the portraits of social life in the novels *Laskar Pelangi* by Andrea Hirata and *Anne of Green Gables* by L. M. Montgomery from the perspective of Alan Swingewood's sociology of literature. In accordance with Swingewood's view that literature is a mirror of society, reflecting the social, economic, and cultural situations of a particular period. The analysis in this chapter is divided into three main sub-topics: a portrait of economic life, a portrait of educational life, and a comparison (similarities and differences) between the two novels.

1. Economic Aspect

Based on the analysis, the economic aspects in both novels demonstrate a sharp contrast between the realities of the coastal community of Belitung (Indonesia) and the agrarian community of Avonlea (Canada).

Data 1:

"I knew he was nervous, and I understood that it wasn't easy for a forty-seven-year-old man, a miner

with many children and a low salary, to send his son to school." (Hirata, 2005:11)

This sentence reflects the socioeconomic situation of the Belitung community, who live in poverty, making education difficult to access.

Data 2:

"All of this is in stark contrast to the hereditary poverty of the indigenous Malay Belitung people who live scattered across the land. We are like a pack of rats suffering from a famine in a rice barn." (Hirata, 2005:34)

The quote above demonstrates the socioeconomic disparity between the wealth of natural resources and the lives of the indigenous people, who remain impoverished.

Data 3:

"The District Court lavishes its staff with income and benefits in health care, education, promotions, transportation, entertainment, and logistics that are highly discriminatory compared to the compensation given to non-staff members." (Hirata, 2005:36).

The quote above demonstrates the existence of social stratification in Belitung society, characterized by differences in facilities and welfare.

Data 1:

"What a poor and toilsome life Anne has led." (Montgomery, trans. Maria M. Lubis, 1908: 52)

The quote above demonstrates Anne's socioeconomic situation, living in poverty and having to work hard since childhood.

Data 2:

"No one really wanted Anne because she was just a poor orphan." (Montgomery, trans. Maria M. Lubis, 1908:40)

The quote above demonstrates the existence of social discrimination against poor orphans in society.

Data 3:

"They lived simply and worked hard to maintain a living at Green Gables." (Montgomery, trans. Maria M. Lubis, 1908:88)

The quote above demonstrates the simple life of the Avonlea community, relying on hard work to meet their needs.

2. Educational Aspect

Based on the analysis, the educational aspect in the two novels depicts a different picture of the lives of the Belitung community in Andrea Hirata's *Laskar Pelangi* Novel and L.M. Montgomery's *Anne of Green Gables*, which is set in the Avonlea community. *Laskar Pelangi* highlights the difficulty of gaining access to education due to poverty and social inequality, while *Anne of Green Gables* positions education as a crucial element in building the lives and futures of a humble farming community.

Data 1:

"Our school is one of hundreds, perhaps thousands, of poor schools across this country." (Hirata, 2005:21)

The quote above demonstrates the poor educational facilities experienced by the Belitung community.

Data 2:

"He just leapfrogged his fate, seizing education." (Hirata, 2005:17)

The quote above demonstrates Lintang's spirited struggle to obtain an education despite living with limitations.

Data 3:

"Mr. Harfan gave us our first lesson in steadfastness, perseverance, and a strong desire to achieve our goals." (Hirata, 2005:26)

The quote above demonstrates that education not only provides knowledge but also shapes character and life values.

Data 1

"Anne really wanted to go to school and be a smart child." (Montgomery et al., 1908:102).

The quote above shows that Anne was highly motivated to pursue an education despite living with limited economic and social status.

Data 2

"Anne believed that education could change her life." (Montgomery et al., 1908:210).

The quote above demonstrates Anne's view that education is not only about knowledge, but also a tool for achieving a better life.

DISCUSSION

This study examines the portrayal of social life in Andrea Hirata's *Laskar Pelangi* novels and L. M. Montgomery's *Anne of Green Gables* novels, based on Alan Swingewood's sociological perspective on literature. In accordance with Swingewood's view that literature is a reflection of society, reflecting the social, economic, and cultural realities of a particular period, the analysis focuses on two main aspects: the portrayal of economic life and the portrayal of educational life in both novels, as well as a comparison that includes similarities and differences in the social conditions depicted.

Economic Aspect

The portrait of community life in Andrea Hirata's *Laskar Pelangi* novel and L.M. Montgomery's *Anne of Green Gables* novel demonstrates the crucial role of economic factors in shaping social life. Both novels highlight economic conditions as a factor influencing well-being, access to education, and social relations within society, despite their differing social and cultural backgrounds.

Andrea Hirata's *Laskar Pelangi* novel depicts the poverty-stricken Belitung community, making education difficult to access. The data in the quotations indicate that the community's low economic conditions force children to struggle to

obtain a decent education. According to Soerjono Soekanto, socioeconomic conditions are related to a person's position in society, which is influenced by education level, occupation, and income (Soekanto, 2017:89). The low family income in the quotations limits access to education for children in Belitung. This situation demonstrates that people struggle to meet their daily needs, often deeming education elusive. Through this illustration, Andrea Hirata demonstrates the reality of the lives of the Belitung people, who still experience economic limitations and lack opportunities to obtain a decent education.

The economic limitations of the Belitung people are also evident in the social inequality between the wealth of natural resources and the lives of the indigenous people, who remain impoverished. The data cited in the quotation shows that the Belitung people do not receive equal benefits from the natural resources of their region. According to Karl Marx, social inequality occurs because control of the means of production and economic resources is held solely by certain groups, leading to the exploitation of the lower classes (Marx, 1976:344). This situation causes people to remain poor despite their region's abundant natural resources. This situation demonstrates economic injustice that puts the lower classes at a disadvantage. Through this illustration, Andrea Hirata demonstrates the social reality of the economic disparity experienced by the Belitung people.

This social inequality is further evident through the social stratification within Belitung society, marked by differences in facilities and welfare. The data in the quotation shows that PN Timah staff members receive better education, health care, and living conditions than ordinary people. According to Max Weber, social stratification is the classification of society into strata based on power, social status, and economics (Weber, 1978:302). In the quotation, PN Timah employees occupy a higher social stratum because they have access to more adequate facilities. This difference demonstrates the social gap that places

ordinary people at a disadvantage in social and economic life. Through this depiction, Andrea Hirata demonstrates how differences in social status can impact community well-being.

Meanwhile, in Montgomery's novel, *Anne of Green Gables*, Anne's socioeconomic situation is depicted, living in poverty and forced to work hard from childhood. The data in the quotation demonstrates that Anne lived a life full of struggle to meet her needs. According to Soerjono Soekanto, a person's socioeconomic status is influenced by their occupation, income, and social standing (Soekanto, 2017:89). Anne's low economic status forced her to work hard and face various difficulties in her life. This situation also affected Anne's social life as an orphan who often felt unaccepted in her community. Through Anne, Montgomery illustrates how economic limitations can affect a person's life and future, but they do not diminish the spirit of living life with hope.

In addition to depicting poverty, the novel "*Anne of Green Gables*" also shows the social discrimination against poor orphans in society. The data in the excerpt shows that Anne often receives differential treatment due to her low economic status. According to Karl Marx, social inequality arises from class differences in society, which often cause the poor to be looked down upon and receive less opportunities for a decent life (Marx, 1976:344). This situation demonstrates that social and economic status still influence how society treats individuals. Anne, as a poor orphan, often feels isolated and underappreciated in her social environment. Through this depiction, L. M. Montgomery demonstrates the reality of social life, which is still influenced by class differences within society.

The economic life of the Avonlea community is also reflected in the community's simple lifestyle and reliance on hard work to meet their needs. The data in the excerpt demonstrates that the Avonlea community lives a life of responsibility and discipline in its work. According to Max Weber, a community's economic actions are influenced by the work ethic and social conditions that develop



within the community (Weber, 1978:302). The excerpt demonstrates that hard work is a crucial part of maintaining the economic well-being of families in Green Gables. The Avonlea community's life is depicted as not luxurious, but full of mutual assistance in daily life. Through this depiction, L. M. Montgomery demonstrates that hard work and a simple lifestyle are important values in maintaining family well-being and the community's social life.

Educational Aspect

The portrait of community life in Andrea Hirata's *Laskar Pelangi* novel and L.M. Montgomery's *Anne of Green Gables* novel demonstrates the crucial role of education in community life. Both novels portray education as a means of life change, character formation, and future development, despite differing social conditions.

In *Laskar Pelangi*, education is depicted as being severely limited. The quote, "Our school is one of hundreds, perhaps thousands, of poor schools across this country." (Hirata, 2005:21), demonstrates the poor educational facilities experienced by the Belitung community. According to Ki Hajar Dewantara, education is an effort to advance children's character, mind, and body so they can achieve a better life (Dewantara, 1977:14). However, the poor condition of schools demonstrates that access to education has not been adequately met. The limited school facilities indicate that the people of Belitung still face difficulties in obtaining adequate education. Through this depiction, Andrea Hirata depicts the struggles of children and teachers to maintain education amidst limited economic conditions.

Furthermore, the novel *Laskar Pelangi* also demonstrates that education is seen as a path to changing one's destiny. This is evident in the quote, "He had just leaped over fate, seizing education." (Hirata, 2005:17). This quote demonstrates Lintang's spirit of struggle to obtain an education despite living with limitations.

According to John Dewey, education is a process of life experiences that helps a person develop their potential (Dewey, 1916:76). Lintang's spirit reflects that education is seen as a path to changing the future for the better. Despite facing economic hardship and a long journey to school, Lintang maintains a strong determination to learn. Through this character, Andrea Hirata demonstrates that enthusiasm and a desire to pursue education can be a strength to overcome life's limitations.

Education in the novel *Laskar Pelangi* serves not only as a means of acquiring knowledge but also as a means of shaping character and life values. This is evident in the quote, "Mr. Harfan gave us our first lesson on steadfastness, perseverance, and a strong desire to achieve our goals." (Hirata, 2005:26). This quote demonstrates that education plays a crucial role in shaping students' character. According to Ki Hajar Dewantara, education aims to shape individuals with character and usefulness to society (Dewantara, 1977:20). In this quote, Mr. Harfan teaches his students the value of perseverance and the spirit of achieving their goals. Education in this novel also instills moral values, responsibility, and self-confidence in children. Through the character of Mr. Harfan, Andrea Hirata demonstrates that teachers play a crucial role in guiding and shaping students' character so they can face life with enthusiasm and hope.

Meanwhile, in the novel *Anne of Green Gables*, education is portrayed as an important means of self-development and achieving a better life. The quote, "Anne was eager to go to school and become a clever girl." (Montgomery, 1908:102) demonstrates Anne's strong motivation to pursue education despite living with limited economic and social status. According to John Dewey, education is a process of life experience that enables individuals to develop their potential and skills (Dewey, 1916:76). Anne's enthusiasm reflects the importance of education as a means of self-development and future improvement. Anne views school as a place to learn, gain experience, and achieve her dreams. Through Montgomery demonstrates that a passion for learning and a desire to progress can help someone overcome various limitations in life.

The importance of education as a path to life change is also evident in the quote, "Anne believed that education could change her life." (Montgomery, 1908:210). This quote demonstrates Anne's view that education is not just about knowledge, but also as a tool for achieving a better life. According to Paulo Freire, education serves as a means of liberation from social and economic limitations (Freire, 1970:34). Anne sees education as a path to change her destiny and improve her quality of life. Through education, Anne strives to build a better future and gain opportunities to develop her abilities. Montgomery demonstrates that education can provide hope, self-confidence, and opportunities for a person to achieve a better life.

In addition to imparting knowledge, education in the novel "Anne of Green Gables" also plays a role in shaping a person's character and social skills. This is evident in the quote, "School taught Anne about discipline, friendship, and responsibility." (Montgomery, 1908:230). This quote demonstrates that education not only transfers knowledge but also shapes character, morals, and social skills. According to Ki Hajar Dewantara, education aims to shape individuals with character and usefulness to society (Dewantara, 1977:20). This quote demonstrates that Anne learns responsibility, discipline, and social values, which are essential elements in shaping a person's character. Anne's education also helped her understand the importance of friendship, politeness, and social adaptability. Through this depiction, L. M. Montgomery demonstrates the crucial role education plays in shaping more mature and responsible individuals.

Based on the discussion, the socioeconomic and educational aspects of the two novels demonstrate the differences in the perspectives of the Belitung and Avonlea communities on life, education, and social welfare. Laskar Pelangi depicts a society living in poverty, social inequality, and limited access to education due to economic dominance and inadequate educational facilities. In contrast, Anne of Green Gables depicts a simple, agrarian society, yet with a social environment that

is more supportive of educational development and individual character formation.

According to Alan Swingewood, literary works reflect the social life of a society because literature is born from specific social, economic, cultural, and historical conditions (Swingewood, 1972:13). Through a sociological approach to literature, both novels demonstrate how socioeconomic conditions influence the education system and the lives of their characters.

In Laskar Pelangi, the Belitung community lives in structural poverty, making education difficult to access. The characters come from low-income mining families, making schooling a significant struggle for the children. Furthermore, the Muhammadiyah school is depicted as having very limited facilities and being threatened with closure. This situation demonstrates the social inequality between ordinary people and the PN Timah employees who enjoy better facilities. According to Karl Marx, social inequality arises from the control of economic resources by certain groups, which leads to the exploitation of the lower classes (Marx, 1976:344). Despite living in limited circumstances, the characters Lintang and Ikal remain passionate about obtaining an education as a way to change their fate. This opinion aligns with Paulo Freire's idea that education plays a role in liberating society from poverty and social backwardness (Freire, 1970:34).

Meanwhile, the novel "Anne of Green Gables" depicts the simple lives of the Avonlea community, who rely on hard work for their daily livelihoods. Poverty in the novel is not depicted as a result of extreme social inequality, but rather as a part of rural life, where social solidarity and strong family support remain. Anne, as a poor orphan, still has the opportunity to develop through education and a supportive social environment. Education in the novel is seen not only as a means of acquiring knowledge but also as a medium for developing character, imagination, and achieving goals. According to John Dewey, education is a process of life experiences that helps individuals develop their full potential (Dewey, 1916:76). This is



evident in Anne's character development, which becomes increasingly disciplined, responsible, and self-confident through the educational process.

Through a comparative literature approach, the two novels exhibit similarities and differences in their depictions of social life. According to Damono, comparative literature aims to examine how different cultures respond to universal humanitarian issues (Damono, 2022:56). The similarities between Andrea Hirata's *Laskar Pelangi* and Montgomery's *Anne of Green Gables* lie in their depiction of education as a crucial tool for transforming the main characters' social and economic lives. Ikal, Lintang, and Anne share a strong passion for education to achieve a better future. Furthermore, both novels demonstrate that education not only imparts knowledge but also shapes character, perseverance, responsibility, and hope in life. According to Alan Swingewood, literary works reflect the social realities of their time (Swingewood, 1972:13). In both novels, education is portrayed as an important value believed to improve the quality of human life.

The differences between the two novels are evident in the socioeconomic conditions that underlie the educational lives of the characters. The novel *Laskar Pelangi* depicts the Belitung people living in structural poverty, social inequality, and limited educational facilities due to the economic dominance of PN Timah. Education must be fought for with great difficulty due to low incomes and a lack of school facilities. In contrast, the novel *Anne of Green Gables* depicts the Avonlea community, which lives a simpler life but is more socially and economically stable. Anne's educational challenges focus more on self-development, academic competition, and social acceptance, rather than limited educational facilities. Thus, both novels reflect different societal conditions, but both demonstrate the importance of education in human life.

CONCLUSION

Based on the results of research into Andrea Hirata's *Laskar Pelangi* and L. M. Montgomery's

Anne of Green Gables, using Alan Swingewood's sociological approach to literature, it can be concluded that both novels represent the lives of the people from a socioeconomic and educational perspective, in accordance with the sociocultural conditions of their respective communities. The novel *Laskar Pelangi* depicts the lives of the Belitung people living in poverty, social inequality, and limited access to education due to low economic conditions and limited educational facilities. In contrast, *Anne of Green Gables* depicts the simple yet socially and economically stable lives of the Avonlea community, allowing education to flourish as a means of character building, self-development, and the achievement of dreams. Economically, *Laskar Pelangi* (Rainbow Troops) depicts structural poverty and social stratification that make it difficult for people to obtain adequate welfare and education, while *Anne of Green Gables* depicts a simple, agrarian society that prioritizes hard work to maintain a living.

The educational aspects of both novels demonstrate that education plays a crucial role in transforming the lives of the main characters for the better. Ikal, Lintang, and Anne Shirley are passionate about pursuing an education despite facing various limitations. The similarities between the two novels lie in their depiction of education as a means of social change, character building, and a path to a better future. The differences lie in the socioeconomic backgrounds of the communities that influence the educational process of the characters. *Laskar Pelangi* focuses more on the struggle to obtain an education amidst poverty and social injustice, while *Anne of Green Gables* emphasizes education as a means of self-development and character building within a supportive social environment. Thus, through Alan Swingewood's sociological approach to literature, both novels can be understood as reflections of the social realities of their time and demonstrate that literary works function not only as entertainment but also as a medium for depicting social, economic, educational, and societal values. The similarities between the two novels lie in their

depiction of education as a means of social change, character formation, and a path to a better future. The differences lie in the socioeconomic backgrounds that influence the characters' educational processes. The novel "Laskar Pelangi" emphasizes the struggle to obtain an education amidst poverty and social injustice, while "Anne of Green Gables" emphasizes education as a means of self-development and character formation within a supportive social environment. Thus, through Alan Swingewood's sociological approach to literature, both novels can be understood as reflections of the social realities of their time and demonstrate that literary works function not only as entertainment but also as a medium for depicting social, economic, educational, and societal values.

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